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ABSTRACT

The AIM High Program was developed for elementary school children in the Austin (Texas) Independent School District who demonstrate unusually high ability, interest, and motivation in language arts, mathematics, science, and art. Students are identified for the program through standardized test scores, teacher recommendation, student interest, work samples, and a cognitive abilities test. Six instructional strategies support the AIM High curriculum: problem-solving, higher-level thinking, research skills, creative and productive thinking, writing as a process, and rapid mastery of the basics. Following an introductory section, this manual contains sections on organization of the AIM High Program at individual schools; the process of identifying students for AIM High; the instruments used in identifying students; special considerations in identifying students, including information on transfer students, student improvement plans, and program exit procedures; the AIM High langauge arts curriculum, mathematics curriculum, science curriculum, and bilingual curriculum; characteristics and training of AIM High teachers; giftedness definitions and characteristics of gifted students; and principles of differentiated curricula. (JDD)

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AIM High Program Manual

Ability • Interest • Motivation

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AIM High Program Manual

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SECTION 1:

BASIC FACTS

ABOUT THE PROGRAM

A I M H I G H . . . I N B R I E F

What Is the AIM High Program?

- AIM High is the program for elementary school children in the Austin Independent School District who demonstrate unusually high Ability, Interest, and Motivation in language arts, mathematics, science, and art.
- The program seeks a match between the academic abilities of a child and the curriculum and instruction appropriate to challenge those abilities.

What Is the Scope of the Program?

- AIM High is for all elementary schools in AISD, grades K-6, in language arts and mathematics.
- AIM High Art Enrichment Programs are in 16 schools, grades 4-6.
- AIM High Science Programs are being developed in 10 schools.
- A Bilingual Gifted Program emphasizing language arts and leadership serves Spanish-speaking children.
- Over 5,000 students and more than 700 teachers participate in the total AIM High Program.

How Are Students Identified for the AIM High Program?

Five categories of criteria are used to identify children for the program:

- Standardized test scores
- Teacher recommendation
- Student interest
- Work sample
- Cognitive Abilities Test

Specific criteria vary according to the type of program for which the child is being considered.

What Is the AIM High Curriculum?

Six instructional strategies, the Six Pillars, support all AIM High curricula and are the basis of AIM High teacher training:

- Problem-Solving
- Higher-Level Thinking
- Research Skills
- Creative and Productive Thinking
- Writing as a Process
- Rapid Mastery of the Basics

Specific curriculum materials are provided in language arts, mathematics and science at each grade level.

How Are Parents Involved in the Program?

Six districtwide meetings are held each year for AIM High parents. These meetings provide program information and special help in the parenting of gifted and high ability students.

A Parent Advisory Council meets four times a year to give input into the development of the program.

How Is the Austin Community Involved?

The AIM High Program participates in AISD's Adopt-A-School Program. We are fortunate to have the following adopters who sponsor special competitions and support the program with their special expertise in a variety of ways:

- Microelectronics and Computer Technology Corporation (MCC)
  Activities in science and math
- Espey-Huston and Associates
  Archaeology Contest
- Prudential-Bache Securities
  Stock Market Contest
- Morton Printing
  School Brochure Contest
- Fellers & Gaddis
  Advertising Contest
- KTBC-TV (Channel 7)
  Reports on newscasts highlighting AISD elementary schools

SPECIAL PROGRAMS:
GIFTED EDUCATION

EHBB
(LOCAL)

ELEMENTARY SCHOOLS	**Gifted and talented students will be identified and served on each elementary campus through the AIM High Program.**
SECONDARY SCHOOLS	**Every middle, junior and senior high school will offer an honors program as part of the District's program for gifted students on the secondary level.**

SPECIAL PROGRAMS:
GIFTED EDUCATION
FOR ELEMENTARY STUDENTS

EHBB-R
(LOCAL)

PROGRAM	The AIM High Program developed by the District's Office of Gifted Education will be the elementary gifted program, grades 1-6.
IDENTIFICATION	Children will be identified for this program within the guidelines established by the Texas Education Agency and described in the Texas State Plan and Guidelines for the Education of Gifted and Talented, written by the District and described in the AIM High Program Manual.
PARENT NOTIFICATION	Parents will be notified as soon as possible of their child's admission into the AIM High Program.
EXIT PROCEDURES	Children may be exited from the program only by using the Exiting Procedures outlined by the District in the AIM High Program Manual.
TEACHER TRAINING	Teachers will be provided ongoing training by the District's Office of Gifted Education to enable them to become adept in differentiating curriculum and instruction for gifted students.
CURRICULUM AND INSTRUCTION	AIM High Programs are not to be considered as extracurricular enrichment activities but as programs in which the regular curriculum and instruction are differentiated to respond to the needs of high ability/gifted students. Teachers will use approved AIM High curriculum in their AIM High programs and may use supplementary materials appropriate for differentiating the curriculum. AIM High students will be grouped together for instruction no less than 150 minutes per week in each program for which they are identified. A variety of grouping options may be used.

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SPECIAL PROGRAMS:
GIFTED EDUCATION
FOR ELEMENTARY STUDENTS

EHBB-
(LOCAL)

Instruction for AIM High students should include problem solving skills; higher level thinking strategies; creative and productive thinking skills; skills of independent study and research; writing for a variety of aims and audiences; appropriate basic skills instruction to ensure rapid mastery of the TEAMS objectives and the essential elements and application opportunities at a more advanced level; and acceleration of pace and content when appropriate.

SPECIAL CONSIDERATION

Each elementary school will nominate a parent representative to the districtwide AIM High Parent Advisory Council.

Children in AIM High Programs will be graded as all other students without the use of weighted grades.

A child's admission to and exit from the AIM High Program should be recorded in his cumulative folder.

Principals are encouraged to use the support services of the Office of Gifted Education in developing and implementing their AIM High Programs.

The AIM High Program Manual should be considered a detailed explanation of these Administrative Regulations.

**SPECIAL PROGRAMS:
GIFTED EDUCATION
FOR SECONDARY STUDENTS**

**EHBB-R
(LOCAL)**

CONCEPTS

The Honors Program is a means for providing additional challenges within the traditional program of instruction. Honors classes allow:

- Students with a special interest to explore further and study more intensively the content of an academic subject;
- Students with special abilities to take the initiative in learning and surpass the regular curriculum through independent study, research projects, and extensive reading.

COURSE OBJECTIVES

A student in an honors course will:

- Function at high skill levels;
- Analyze more complex data to solve problems;
- Cover material in greater depth;
- Read at a higher level of comprehension;
- Write with more attention to precision and fluency;
- Engage in more independent self-initiated learning;

CRITERIA FOR ADMISSION

A student may take an honors course if:

- Standardized test scores indicate a potential for success in the Honors Program;
- Teachers recommend the student on the basis of the student's classroom performance;
- Past grades reflect high achievement; and
- Interest, ambition, and motivation for the mastery of honors work are present.

WEIGHTED GRADES

Any honors course labeled "H" will carry a "Weighted Grade" equivalent. Weighted grades apply to grade point averages (GPAs), not to six weeks or semester grades.

97 - 100 = 5.0	87 - 89 = 3.5	77 - 79 = 2.0
93 - 96 = 4.5	83 - 86 = 3.0	73 - 76 = 1.5
90 - 92 = 4.0	80 - 82 = 2.5	70 - 72 = 1.0
		Below 70 = 0.0

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227-901

SPECIAL PROGRAMS:
GIFTED EDUCATION
FOR SECONDARY STUDENTS

EHBB-
(LOCAL)

SPECIAL CONSIDERATIONS

AISD considers careful counseling of each student an important part of the Honors Program. Students are made aware of the concepts of the Honors Program through counseling which takes place prior to entry into courses. Should a student enrolled in an honors course decide to drop it, the student may go back into the regular section of the class without penalty after obtaining permission of the principal.

ISSUED DATE: ADOPTED: 1/11/88 AMENDED:

RELATED POLICIES
10/88

The AIM High Philosophy

We believe that, as a school district, we are committed to meeting the educational needs of <u>all</u> children in our schools, including those of exceptional academic ability, interest, and motivation.

We believe that the AIM High Program should provide curriculum and instruction appropriately differentiated for these exceptional elementary school children.

We believe that these children with special needs may be identified among all socio-economic and ethnic groups and in all elementary schools.

We believe that in recognizing and providing for the special educational needs of these children, we are educating them to become responsible adults who will assume leadership roles in the community.

AIM High Program Goals

1. **ACHIEVEMENT** - Provide opportunities for students to achieve academically at the highest level of their potential.

   The AIM High Program addresses academic giftedness. While gifted students are expected to demonstrate mastery of basic skills, they should have a curriculum that challenges them to go beyond what is expected in the regular classroom. The curriculum should be differentiated for these students in terms of content, process, and products.

2. **RESPONSIBILITY** - Encourage students to accept responsibility for their own learning and behavior as appropriate for their age level and level of development.

   AIM High students should always be in the process of becoming producers, not just consumers of knowledge. Their teachers should see themselves in the role of providing the means and the opportunities for students to learn, not as the primary source of students' knowledge. In this program, gifted children are also expected to accept responsibility for meeting deadlines and behaving appropriately in the classroom.

3. **GIFTEDNESS** - Help students to deal with their giftedness as it affects themselves and others.

   Giftedness or high ability can create problems for students who may see themselves as being different from their peers. Students should be encouraged to value their gifts and develop them fully, while at the same time they should be helped to interact well with their peers and with adults.

4. **CREATIVITY** - Nurture creativity and channel it to useful and productive ends.

   Students should learn to value creative, divergent thinking and understand the nature of this process. Teachers should help students understand that without creative minds we could not see beyond the way things are, to the way things should be. Students should learn that creativity is not restricted to the arts, but is vital in all areas of life.

5. **SKILLS** - Train students to use problem-solving skills, critical thinking, and research skills as tools for learning.

   Students should be taught to think clearly and productively. In gifted classes, thinking and research skills should not be taught as ends in themselves, but as tools students can use to advance their own learning.

6. **TOLERANCE** - Cultivate an acceptance of divergent views and an openness to alternative solutions to problems.

   Students should be trained to make decisions and arrive at solutions based on sound reasoning. They also should be helped to recognize that they can learn from views divergent from their own. It is important that they learn to respect the rights of others to hold different views and beliefs.

1988-1989 AIM High Parent Meetings

Date	Time	Location	Topic	Presenter(s)
10/13/88	7:30 p.m.	McCallum High School	Introduction to AIM High Program	AIM High Staff
11/10/88	7:30 p.m.	Travis High School	AIM High at Home	AIM High Staff
1/19/89	7:30 p.m.	Carruth Administration Building	Speaker	Dr. Carl Pickhardt
2/16/89	7:30 p.m.	To Be Announced	Conflict Resolution	Lanelle Montgomery
3/9/89	7:30 p.m.	Reilly Elementary	Summer Resource Fair	Resource Fair Participants
5/4/89	7:30 p.m.	To Be Announced	AIM High Student Showcase	AIM High Staff and Students

1988-1989 AIM High Parent Advisory Council [PAC] Meetings

Date	Time	Location
10/27/88	7:00 p.m. - 8:30 p.m.	Carruth Administration Building
12/1/88	7:00 p.m. - 8:30 p.m.	Carruth Administration Building
To Be Announced	7:00 p.m. - 8:30 p.m.	Carruth Administration Building
To Be Announced	7:00 p.m. - 8:30 p.m.	Carruth Administration Building

SECTION 2:

ORGANIZING

THE AIM HIGH PROGRAM

ON YOUR CAMPUS

The AIM High Local Campus Coordinator

It is important that each campus have one person, the principal or a designate, who is primarily responsible for overseeing the AIM High Program on that campus.

These are the responsibilities of the Local Campus Coordinator:

1. Receives materials, such as textbooks, units, announcements, etc. from the AIM High Office and sees that these materials are properly distributed. (Every effort is made in the AIM High Office to label clearly all materials sent to a school so the Local Campus Coordinator will know how to distribute the materials.)

2. Convenes and leads the AIM High Advisory Council.

3. Coordinates the testing and selection process of AIM High students. Each spring, before the testing process begins, a workshop is held for Local Campus Coordinators to help them organize their testing and selection processes. The Local Campus Coordinator from each campus should attend.

4. As children enter and leave the AIM High program, the Local Campus Coordinator should see that the AIM High roster is kept current. When a child enters the program, the white copy of the I.D. Matrix should be placed in his/her Cumulative Folder and the colored copy sent to the AIM High Office. [The same procedure should be followed for students whose matrix forms are checked "No".] If a child is exited from the program, the white copy of the Exit Form should be placed in his/her Cumulative Folder and the colored copy sent to the AIM High Office. [IMPORTANT: Be sure to write in the student I.D. Number on all these forms before sending them to the AIM High Office.]

5. The Local Campus Coordinator should either send out (or make sure teachers have sent out) letters notifying parents of a child's admission to or exiting from the AIM High Program.

AIM High Advisory Council*

WHAT IS IT?

The AIM High Advisory Council is a group of teachers and other staff members appointed by the principal to act as a review and advisory board for the school's AIM High Program.

WHO SHOULD BE ON IT?

Mimimum: Principal or Designate
One representative of the AIM High Program at each grade level in math, language arts and science (if your school has AIM High science)

Recommended Additions: Counselor
Librarian
One teacher who does not teach an AIM High class

WHAT DOES THE COUNCIL DO?

All final decisions about the AIM High Program in a school are made by the principal. The Council, however, should play an active role in the following areas:

1. Determine how many children can reasonably be served by a school's AIM High Program at each grade level and in each subject area.

2. Determine the total number of matrix points required for admission into the program.

3. Review special cases of students such as those who have not met all the identification requirements, (loophole children) but have been nominated as students able to benefit from the AIM High curriculum.

4. Review cases of students who are going through the Exit Procedure.

5. Review cases of transfer students for admission to the AIM High Program. Some transfer students may have special situations that need to be considered.

6. Oversee the identification process at their school.

7. Coordinate the AIM High Program scheduling and operation at their school.

8. Inform other faculty members and parents about the AIM High Program.

*** The AIM High Program belongs to the whole school. Decisions about the program should <u>not</u> be made by individual teachers.**

The Representative to the Districtwide AIM High Parent Advisory Council

What Is It?

The Parent Advisory Council [PAC] is made up of parent representatives from each school who meet on a regular basis with the AIM High staff to discuss programmatic needs and concerns. This representative is nominated by the school principal.

What Does the Council Do?

- acts as a liaison between the local campus and the AIM High Office,
- helps keep the local campus informed of AIM High activities,
- is thoroughly knowledgeable about the AIM High Program, and
- helps plan districtwide programs for parents.

Your Contact Person in the AIM High Office

Each member of the AIM High professional staff is a contact person for a number of designated schools. The contact person's role is to be a resource person for you and your staff, as well as to monitor the AIM High Program itself.

The contact person is available for the following services on request:

- to provide training in AIM High strategies for your faculties and staff
- to provide specific feedback to teachers on their AIM High program
- to talk with parents of AIM High students
- to attend AIM High advisory council meetings
- to provide demonstration teaching
- to act as an advisor and support person to you and your staff in organizing and implementing your AIM High program

AIM High School Staff Assignment Roster: 1988-1989

School	Name
Allan	Glenda
Allison	Jane
Andrews	Donna
Barrington	Glenda
Barton Hills	Sandy
Becker	Donna
Blackshear	Bobbie
Blanton	Bobbie
Boone	Donna
Brentwood	Jane
Brooke	Jane
Brown	Bobbie
Bryker Woods	Jane
Campbell	Donna
Casis	Jane
Cook	Glenda
Cunningham	Sandy
Dawson	Bobbie
Doss	Glenda
Galindo	Bobbie
Govalle	Glenda
Graham	Glenda
Gullett	Jane
Harris	Bobbie
Highland Park	Jane
Hill	Donna
Houston	Donna
Joslin	Jane
Kocurek	Sandy
Langford	Sandy
Lee	Jane
Linder	Bobbie
Maplewood	Donna
Mathews	Sandy
Menchaca	Sandy
Metz	Bobbie
Norman	Sandy
Oak Hill	Donna
Oak Springs	Donna

School	Name
Odom	Jane
Ortega	Glenda
Palm	Bobbie
Patton	Jane
Pease	Sandy
Pecan Springs	Jane
Pillow	Glenda
Pleasant Hill	Donna
Reilly	Donna
Ridgetop	Bobbie
Sanchez	Glenda
Sims	Bobbie
St. Elmo	Jane
Summitt	Glenda
Sunset Valley	Sandy
Travis Height	Donna
Walnut Creek	Glenda
Webb	Bobbie/Glenda
Widen	Donna
Williams	Donna
Winn	Bobbie
Wooldridge	Glenda
Wooten	Glenda
Zavala	Jane
Zilker	Donna

AIM High Contact Persons

Glenda Clark

Jane Newchurch

Bobbie Sanders

Sandy Sussman [Counselor]

Donna Tucker-Linn

Marilyn Cain [Science Specialist]

AIM High Office Phone Number: 447-7922

CURRICULUM MATERIALS YOU WILL NEED

☐ 1. Two (2) AIM High Program Manuals, one for the principal, one for the library.

2. Language Arts Materials (See Section 6.5)

☐ a. One (1) set of language arts units and materials for each designated AIM High Language Arts teacher at each grade level. (These are checked out to teachers through the library.)

☐ b. One (1) Teacher's Edition and fifteen (15) copies for each grade level (4-6) of the RISE literature books, if your school chooses to use the RISE program.

3. Mathematics Materials (See Section 7.2)

☐ a. One (1) Teacher's Edition of the Open Court Real Math program for each designated AIM High Math teacher.

☐ b. One (1) copy of the appropriate level Real Math books for each student identified for the AIM High Math Program.

☐ c. Class sets of 22 response cubes for grades 1 and 2. Class sets of 25 response cubes at 3-6 grades. (If you have more than 22 or 25 identified students at a grade level, more cubes will be provided.)

☐ d. One (1) copy for each AIM High Math Teacher, grades 1-3, of the Real Math Thinking Story Books.

4. Bilingual Materials (See Section 9)
(For schools participating in the Bilingual Gifted Program)

   ☐ a. Language Arts units and learning centers with filmstrips, cassettes, and activities in both Spanish and English.

   ☐ b. Real Math Thinking Story Books, in English and Spanish, grades 1-2.

5. Science Materials (See Section 8.2)
(For schools participating in the AIM High Science Pilot and for other schools by request only.)

   ☐ a. Science units and library centers

   ☐ b. Kits for after-school science clubs

DISTRIBUTION OF AND ACCOUNTABILITY FOR CURRICULUM MATERIALS

I. AIM High Language Arts Curriculum Units and Supplementary Materials [See Section 2.5 for a listing of materials in this category.]

A. Distribution

1. These materials are distributed to teachers through the school librarian, except occasionally when new materials are added to the curriculum and are given out at a workshop. (In this case, the librarian will receive a memo stating the title, number of copies, and the names and grade levels of the teachers who received them.)
2. Copies of a memo listing the materials being sent to the campus for AIM High teacher use are sent through school mail both to the school librarian and to the AISD Materials Processing Center. MPC then sends computer-generated catalog cards for these materials to the librarian. Here is a sample of the top part of the memo:

MEMORANDUM

TO: **Librarian at** _____

FROM: **Bobbie Sanders, Coordinator**

SUBJECT: **Distribution of AIM High Curriculum Material**

The enclosed material is being sent to you for distribution to one or more of your AIM High teachers, as listed below. Catalog cards and/or shelf list cards will be sent to you by the Materials Processing Center. Thank you for your cooperation in accounting for and distributing this material.

The material checked below was requested by _____**:**

3. Normal distribution allows for one set of materials at each grade level. However, in unusual circumstances where there are more than three designated AIM High Language Arts teachers at a grade level, a school may request additional sets of materials from the AIM High Office. Requests should be made to the AIM High Secretary.

B. Accountability

1. Teachers are accountable to the school librarian for materials in this category.
2. The teacher should check them out as needed during the year and must return them to the librarian before the end of each school year.

II. AIM High Resource Lending Library Materials

A. Availability

A wide variety of books and other resource materials which are not a part of the designated curriculum are available to be checked out from the AIM High Resource Lending Library throughout the school year. Materials in the library are grouped according to the following categories:

1. Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Writing
6. Higher-Level Thinking
7. Creative/Productive Thinking
8. Independent Study/Research
9. Problem Solving
10. Affective Needs of Gifted Students

B. Distribution

1. Resource materials in the AIM High Lending Library may be requested either from your assigned AIM High Teacher/Planner or from the AIM High Secretary. If you do not know the specific title(s) you want, communicate your needs to your Teacher/Planner, who will send to you library selections which she feels will be appropriate.
2. Materials in this category will be sent directly to you through school mail with a copy of the AIM High Materials Check-Out Form (shown below) attached. (When you return the materials to the AIM High Office, either include the Check-Out Form or otherwise identify yourself as the sender, so that you may be properly credited with their return.)

MATERIALS CHECK-OUT FORM

The material listed below is being loaned to you by the Office of Gifted Education with the hope that you will find it useful. When you have finished with the material will you please return it to our office at Old Pleasant Hill School, 305 N. Bluff Dr., with a brief note about its appropriateness and usefulness. Thanks!

C. Accountability

Persons who have not yet returned borrowed materials by May 1 will be sent a reminder at that time. All materials borrowed from the AIM High Lending Library should be returned to the AIM High Office before the last day of school, with the name of the borrower attached.

III. Open Court REAL MATH and RISE Materials [See Section 2.5 for a listing of materials in this category.]

A. Distribution

1. All Open Court Materials which bear the AIM High stamp inside the front cover, as well as sets of cubes, are to be distributed by the AIM High Office as needs are communicated from schools. These materials are to be returned only to the AIM High Office when they are no longer needed on the campus or when they are recalled by the AIM High Office. These materials are not to be transferred from one campus to another.
2. Each September, principals will be asked to report the numbers of identified AIM High students by subject area and grade level. These numbers are then compared with the numbers of textbooks already on the campus. Additional textbooks and sets of cubes, if needed, will be sent to the campus textbook clerk for distribution to AIM High teachers. If a campus should have a smaller number of AIM High students than the previous year, extra textbooks may be recalled for redistribution to other campuses. IMPORTANT: Additional textbooks cannot be sent to campuses in the Fall until the numbers of AIM High students have been reported to the AIM High Office.
3. If students are added to AIM High classes after the initial Fall distribution of materials, requests for additional textbooks and cubes may be made in the form of a memo or phone call to the AIM High Secretary.

B. Accountability

1. All AIM High Open Court textbooks and teacher's guides have been numbered by the AIM High Office. An inventory of these materials is maintained throughout the school year and updated each Spring.
2. An updated copy of each school's AIM High Open Court Inventory will be sent to the principal by May 15. This inventory listing should be carefully checked by the textbook clerk against the Open Court materials turned in by the teachers at the end of the school year. A Book Accountability Form (see sample at the end of this section) noting any lost or permanently damaged books, should be completed, signed and dated by the principal, and returned to the AIM High Office by June 10. A check covering the cost of lost or permanently damaged textbooks should be attached to this form.
3. LEVEL 2 STUDENT REAL MATH TEXTBOOKS ARE NOT TO BE CONSUMED, EVEN THOUGH THEY WERE DESIGNED TO BE CONSUMABLE. (Some schools have successfully used heavy clear vinyl overlays.)
4. IMPORTANT: The Book Accountability Form from the previous Spring must be on file in the AIM High Office verifying the number of books already on the campus before additional textbooks can be sent to a school in the Fall.
5. All AIM High Open Court materials should be distributed by and accounted for by the designated textbook clerk on each campus.
6. Questions regarding AIM High Open Court textbooks and cubes should be directed to the AIM High Secretary.

AIM High Open Court Book Accountability Form

Name of School: _____ School Code Number: _____

Name of Person Submitting Report: _____

Position of Person Submitting Report: _____

Date of Report: _____ [COMPLETE AND RETURN TO AIM HIGH OFFICE ASAP.]

Part I: I certify that all of the books and cubes on the Open Court Book Inventory List dated _____ are accounted for and are in usable condition.

_____ _____

Signature of Principal Date

Part II: Listed below are the numbers of books which have either been lost or damaged beyond use. A check (or checks) totalling _____, payable to AISD, is enclosed with this form.

_____ _____

Signature of Principal Date

BOOK NUMBER?	LOST? (v)	DAMAGED BEYOND USE? (v)	REPLACEMENT COST? (see blue sheet)	DATE REPLACED? (For AIM High Office use ONLY)
xxxxxxxxxx	xxx	xxxxxxxx		xxxxxxxxxxx

How Does Your AIM High Program Measure Up?

I. Program Organization

☐ 1. One person, the principal or a designate, has primary responsibility as the campus coordinator for the AIM High Program on my campus.

The campus coordinator for AIM High has these responsibilities:

a. Receives materials and ensures their proper distribution.
b. Convenes and leads the AIM High Advisory Council
c. Coordinates the testing and selection process of AIM High students
d. Keeps AIM High records up to date

☐ 2. There is a functioning AIM High Advisory Council on my campus.

a. The Council is made up of one AIM High teacher from each grade level and the AIM High campus coordinator. Other members of the Council may be: the librarian, the counselor, and one or more non-AIM High teachers.

b. The Council should meet at least once every six weeks.

c. The Council has these responsibilities:
   1. Determines the cut-off points for entry into the AIM High Program.
   2. Assists in decision-making about existing students from the program.
   3. Promotes communication about the program among the grade levels.
   4. Assists the AIM High campus coordinator in making the program run smoothly.

☐ 3. There is a matrix for every child identified as being in the AIM High Language Arts and/or Math Program.

a. If a child is identified for AIM High, the school keeps the original matrix in each child's Cumulative Folder. An AIM High sticker is attached to the folder.

b. If a child has a matrix and was not admitted to the program, keep the original matrices in a special "No" folder for at least a year.

c. In both cases above, send the copy of the matrix to the AIM High Office. The information from the matrix is entered on the computer and from this data, the official list of AIM High students is compiled. If a student does not have a matrix and has gone through the stated identification procedure, that student is not in the AIM High Program.

☐ 4. Parents are notified as soon as possible when a child enters the AIM High Program. [See Section 5.4.]

Notification of parents as to their child's admission to the AIM High Program is required by AISD Board Policy.

☐ 5. The stated exit procedure is always followed when a child leaves an AIM High Program.

a. Follow the Exit Procedure outlined in Section 5.6.

b. Place the original exit form in the child's Cumulative Folder. Draw a line through the AIM High sticker on the folder.

c. Send a copy of the exit procedure form to the AIM High Office. (See Section 5.8)

☐ 6. My school has a representative on the AIM High Parent Advisory Council. (See Section 2.3)

a. The principal selects the representative and notifies the AIM High Office so the representative may receive information.

b. The PAC meets four times each year.

c. The representative serves as a liaison between the school, AIM High parents, and the AIM High Office.

d. The representative gives parent input into the development of the AIM High Program at the district level.

☐ 7. My AIM High teachers have a good record of attendance at AIM High workshops. (See Section 10.3)

a. A calendar of workshops for the school year is sent to the AIM High campus coordinator and each AIM High teacher. Announcements are also sent each month.

b. <u>All</u> teachers are welcome to any AIM High workshop.

c. New AIM High teachers should attend **all six** workshops in the Basic Training Series for language arts or mathematics. A certificate of series completion will be sent to you for inclusion in teachers' folders. These workshops are held in a central location, and 90 minutes of T.E.S.D. credit may be given for each workshop.

d. Workshops for all AIM High teachers are held by grade levels and by geographic clusters. (90 minutes T.E.S.D. credit)

e. Some special topic workshops are held in a central location.

f. Every AIM High teacher should attend a **minimum** of **three** AIM High workshops.

g. In May of each school year, principals will receive a printout of teacher attendance at AIM High workshops.

II. Curriculum and Instruction

☐ 8. AIM High teachers have all their appropriate curriculum materials.

a. Language arts materials (except for RISE books) are distributed through the library. These materials have been processed through the central library processing office and are to be checked out to teachers each year. At the end of the school year, materials are to be returned to the library.

b. Real Math and RISE books are handled through the textbook person on each campus. Real Math and RISE books are not state-adopted texts. They are purchased through the budget of the Office of Gifted Education. Distribution and accountability information may be found in Section 2.6.

c. A list of curriculum materials in language arts, math and science may be found in Sections 6.5, 7.2, and 8.2.

☐ 9. AIM High teachers use the designated AIM High curriculum.

a. The curriculum for AIM High is not optional.

b. When teachers want to extend or add to the existing curriculum, they should confer with their AIM High Office contact person to make sure extensions and additions are truly differentiated instruction for gifted/high ability students and include strategies and activities based on the Six Pillars of Quality Instruction.

☐ 10. Students in the AIM High program are provided with a mininum of 150 minutes per week of differentiated instruction for each program for which they are identified. (See Board of Trustees Policy and Administrative Guidelines, Section 1.2.)

AIM High Sponsored Competitions: 1988-1989

Stock Market Competition

Cosponsor: Prudential-Bache Securities
Participants: 5th and 6th grade AIM High math students

The Stock Market Contest is designed to provide students with real-life problem solving experience that will increase their knowledge of the stock market. Classes are given a hypothetical $100,000 to invest. Careful analysis and good group cooperation are necessary skills in this much-anticipated yearly event.

Orientation Meeting - November 22, 1988
Actual Contest - culminates in March

Advertising Contest

Cosponsor: Fellers & Gaddis
Participants: 5th grade AIM High language arts students

In the Advertising Contest, students first learn some of the basic principles of persuasion and audience appeal. Using their understanding of persuasive techniques, they are then asked to create and develop a simulated advertising campaign which is critiqued by the Fellers and Gaddis staff.

Orientation Meeting - February 8, 1989
Actual Contest - culminates in March

Archaeology Contest

Cosponsor: Espey-Huston and Associates
Participants: 4th grade AIM High language arts students

Each class that enters the Archaeology Contest is given a fictitious excavation report written by the senior staff archaeologist at Espey-Huston. Students are required to do advanced research, analyzing the artifacts and archaeological features described in the report. Their research results are presented in essay and mural form to be judged by archaeologists at Espey-Huston.

Orientation Meeting - December 13, 1988
Actual Contest - culminates in March

-over-

Brochure Contest

Cosponsor: Morton Printing
Participants: 3rd grade AIM High language arts students

Students participating in this contest are asked to submit a brochure about their school for the general public. To create an acceptable brochure, the students must study layouts, types of paper and print and the use of appropriate pictures. Through their study of the "School Days" unit, they learn what information is necessary to make the brochure effective. The brochures are critiqued and judged by the Morton Printing staff.

Orientation Meeting - January 25, 1989
Actual Contest - culminates in March

Water Quality Study Event

Cosponsor: Texas Water Commission
Participants: interested 4th, 5th, and 5th grade science club students

This event is designed to give young scientists hands-on problem-solving experiences to raise water quality levels in their school neighborhoods. Students will analyze the water quality of a nearby creek by monitoring the levels of pollution indicators. They will then develop strategies (both community-action and laboratory based) to raise the water quality level. The Texas Water Commission will provide speakers and consultants and will award certificates to all participants.

Orientation Meeting - to be announced
Actual Event - culminates in April

U.I.L. Competition

Participants: 3rd-6th grade AIM High language arts students
4th-6th grade AIM High math students

The U.I.L. Programs are designed to support the basic academic curriculum. This will be the first year AIM High will sponsor a citywide U.I.L. Competition. Number Sense and Ready Writing will be the two events.

Orientation Meeting - September 28, 1988
Date of Event - April 29, 1989

Invent Austin!/Invent America! Competition

Cosponsor: MCC
Participants: interested students in Grades K-6

Invent America is a national program designed to provide opportunities for children to use the intention process as an aid in learning and applying critical and creative thinking skills. The AIM High Office and MCC support this effort by sponsoring Invent America for the district and by hosting "Invent Austin!"--the showcase from which entries in the national competition will be selected.

Orientation Meeting - October 12, 1988
Date of Event - April 1, 1989

SECTION 3:

IDENTIFYING STUDENTS FOR AIM HIGH: THE PROCESS

ORGANIZING THE AIM HIGH I.D. PROCESS:

Instructions for the Local Campus Person Responsible for the Process

PLEASE NOTE: You will receive a printout of the names of children who are already in the AIM High Program in your school. The instructions below are for students not yet identified for the program.

BEFORE TESTING

1. Your school will have a printout of the most recent ITBS scores. Using this printout as a base, complete the AIM High Student Eligibility Form.
2. Using the Student Eligibility Form as a base, complete the AIM High Testing Materials Order Form and send it to the AIM High Office.
3. When you receive your testing materials, check the order to see that you have enough of each form.
4. Make up a packet of materials for each student listed on the Student Eligibility Form.*

Language Arts Packet	Math Packet
1. Language Arts Matrix Form	1. Math Matrix Form
2. Teacher Recommendation Form [Eby]	2. Math Behavior Checklist
3. Language Arts Student Interest Survey	3. Math Student Interest Survey
4. Writing Sample	4. DCAT Booklet (grades 1-6)*
5. DCAT Booklet (grades 1-6)*	5. Answer Sheet (grades 4-6)*
6. Answer Sheet (grades 4-6)*	

*If a student is being tested for both language arts and math, only one copy of the DCAT Booklet and answer sheet (Gr. 4-6) are needed for each child.

5. Announce times and places for testing.

PLEASE NOTE: The Student Interest Surveys and Writing Samples may be given at the same time you give the DCAT, or they may be given in the regular classroom.

THE TESTING PROCESS

1. On the testing day, seat children with a good amount of space between them. Explain that the tests they are taking will show us the students who are especially interested in things like reading, writing, acting, and other language arts activities, or who are especially interested in math activities.
2. Give every child a DCAT test booklet and an answer sheet (Levels 4 and 5/6 only). Instructions for giving the test are in the test manual. (Also noted on the cover of the test manual are the portions of the student booklet to use when you are not administering the whole test.) Be sure the child's name, the teacher's name, and the name of the school are written on the test booklet (Levels 2 and 3 only) or on the answer sheet (Level 4 and 5/6 only). (The testing date and birthdate do not need to be filled in.)

3. When students being tested for only one program finish the verbal or math part of the DCAT, have them turn in their booklets (and answer sheets). This is not a timed test. [NOTE: Students who are being tested for BOTH Language Arts and Math should complete the whole booklet at this time.]

4. Interest Surveys and Writing Samples should be given now if they are not to be given in the classroom.

5. Teachers may complete the following items at any time before the matrix forms are filled out:

   A. Teacher Recommendation Form [Eby]
   B. Math Behavior Checklist
   C. Evaluation of Writing Sample (See AIM High Program Manual for rules.)

AFTER TESTING

1. Return all DCAT test booklets and answer sheets to the AIM High Office immediately so that the results can be returned to you quickly.* [Be sure to indicate the name of the person to whom the results should be sent.]

2. Complete a matrix form for each child who was tested. Total the matrix points.

   Children are admitted to AIM High on the basis of a matrix point cut-off score decided by your local campus AIM High Advisory Council. This is not an individual teacher decision.

   Note that the minimum language arts cut-off score is 13;
   the minimum math cut-off score is 17.
   Your cut-off scores may be higher, but not lower than the minimums.

3. Complete the Student Eligibility Form(s).

4. KEEP ON YOUR CAMPUS:

   (White copy) Student Eligibility Form
   (white copy) Matrix Form for each child admitted to AIM High
   [placed in cumulative folder]

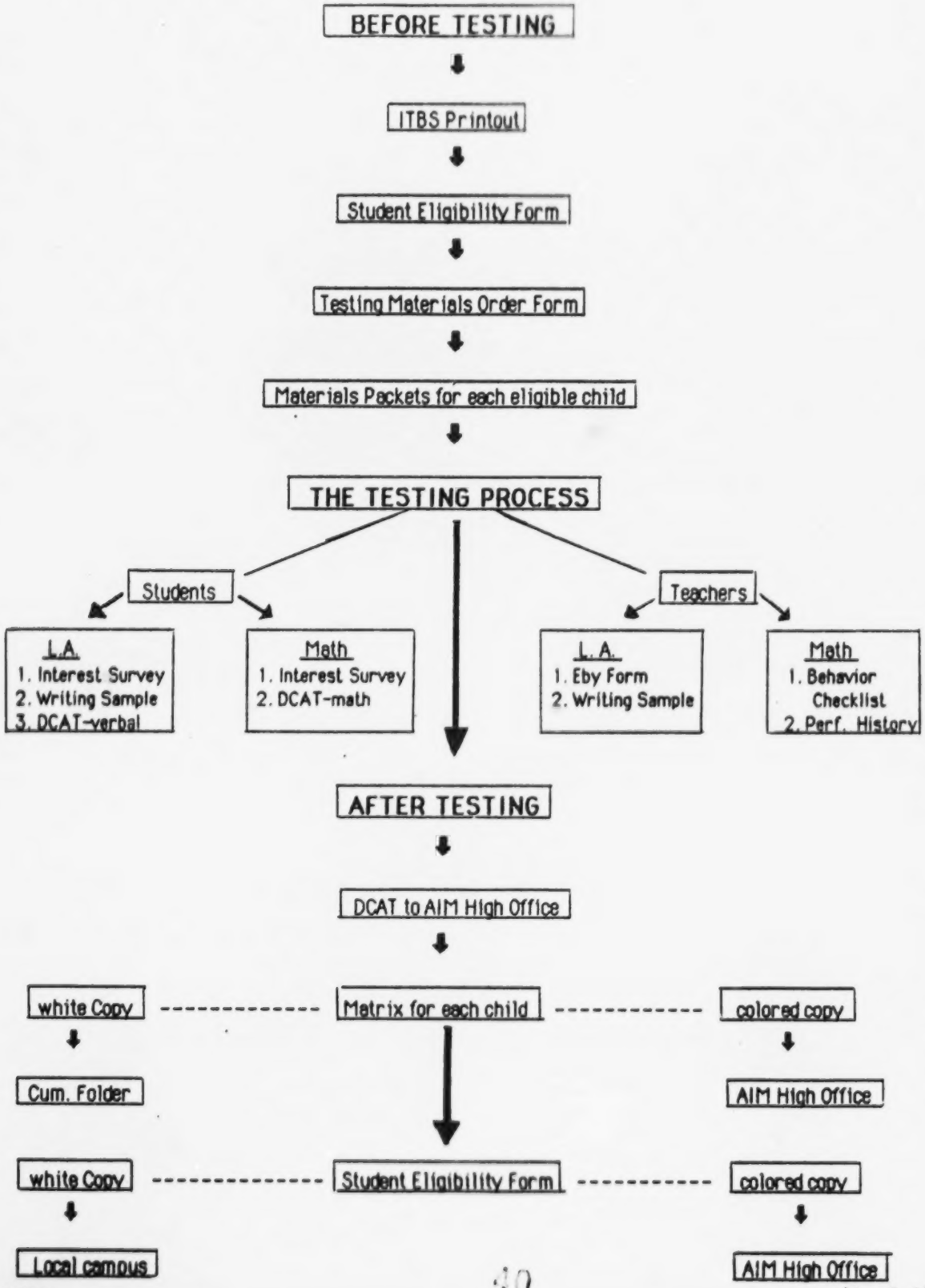
5. SEND TO AIM High OFFICE:

   (colored copy) Student Eligibility Form
   (colored copy) Matrix Form for each child in AIM High Program
   All unused or leftover testing materials

6. Parents will be notified [by the school] as soon as possible of their child's admission into the AIM High Program. [AISD Board Policy Manual, Section EEBB-R (LOCAL), page 1]

* If you can alphabetize your test booklets or answer sheets, it will make a faster return to you of test scores possible.

Flow Chart for AIM High Identification Process



AIM High Student Eligibility Form

School _____ Grade _____ Name of I.D. Coordinator _____ Date _____

Instructions:

1) Using the printout of the results of the most recent ITBS tests, complete one composite form for each grade level at your campus. The name of each student not already in AIM High who is eligible to be tested for AIM High should be listed only once.
2) Use the information in Columns B and E below to complete the AIM High Testing Materials Order Form: Table A.
3) Use the information in Column B below to complete Table B.
4) Use the information in Column E below to complete Table C.
5) After all the students have been tested and a cut-off point has been determined, put a check in Column D and/or Column G for only those students who have been admitted to AIM High. Retain the white copy for your files and forward the colored copy to the AIM High Office.

A	B	C	D	E	F	G
Student Name (Last Name, First Name)	85th %ile or above on ITBS Reading/ Language Subtests*	Total L.A. Matrix Points	Admitted to AIM High L.A. Program (√)	90th %ile or above on ITBS Math Subtests#	Total Math Matrix Points	Admitted to AIM High Math Program (√)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

*Grades 1-2: Reading Vocabulary and Reading Comprehension Subtests; Grades 3-5: Reading and Language Total Scores
#Grades 1-6: Math Concepts, Math Problems, and Math Computation Subtests

AIM High Testing Materials Order Form

School _____ Person Ordering _____ Date _____

INSTRUCTIONS

Step 1: Determine the number of DCAT tests you need by completing Table A below. Because students being tested for both Language Arts and Math can use the same DCAT Test Booklet for both tests, it will be easier for you to complete Table A if you have first completed the AIM High Student Eligibility Form, on which you will record the names of students to be tested.

Table A					
Grade Level	No. of Students Testing for Language Arts ONLY	No. of Students Testing for Math ONLY	No. of Students Testing for Both Language Arts & Math	TOTAL No. of Students Testing at this Grade Level	
1	+	+	=		1
2	+	+	=		2
3	+	+	=		3
4	+	+	=		4
5	+	+	=		5
6	+	+	=		6

Step 2: Complete Table B below. Order one item per student for each grade level being tested FOR LANGUAGE ARTS.

Table B							
Language Arts ↓ Grade Level →	1	2	3	4	5	6	Total
Language Arts Matrix Form							
L. A. Interest Survey							
Teacher Recommendation Form [Eby]							

Step 3: Complete Table C below. Order one item per student for each grade level being tested FOR MATH.

Table C							
Mathematics ↓ Grade Level →	1	2	3	4	5	6	Total
Mathematics Matrix Form							
Math Interest Survey							
Math Behavior Checklist							

NOTE: One instruction sheet, one [DCAT] instruction manual, and one writing sample (for Language Arts only) will be sent for each grade level being tested.

Send completed tests to the AIM High Office ASAP for scoring. Be sure to indicate the name of the person to whom the test results should be sent.

ALL other testing materials MUST BE RETURNED to the AIM High office as soon as testing has been completed for redistribution to other schools.

SECTION 4:

IDENTIFYING STUDENTS FOR AIM HIGH : THE INSTRUMENTS

Directions for Completing the Language Arts Identification Matrix

Complete a matrix for each student who is being considered for placement in the AIM High Language Arts program. (See Section 4.1.2)

I. Achievement Test

A. Grade 1 and 2 students who have scored at or above the **85**th percentile on both the Reading Vocabulary and Reading Comprehension I.T.B.S. subtests will go through the identification process. In grades 3-6 students who go through the identification process are those who have scored at or above the **85**th percentile on both the Reading Total Score and the Language Total Score of the I.T.B.S. test. The Loophole Option is a provision for students who may not test well on achievement tests, but who teachers feel should be considered for the AIM High program.

1. Enter students' I.T.B.S. percentile scores in the corresponding columns of the Language Arts Matrix Form.
2. Enter the point value (0, 1, 2, 3, or 4) in "Matrix Points" column.

B. If one or more I.T.B.S. scores are unavailable, but teachers feel that the student is a possible candidate, use the following process to obtain estimated matrix points for the missing score(s):

1. Add the matrix points from the Eby Teacher Recommendation Form, DCAT, and Student Writing Sample (3 values, 12 is maximum). Divide this by 3 (and round to a whole number) to obtain the mean matrix point value (0, 1, 2, 3, or 4).
2. Enter this value as matrix points in the ITBS Reading and/or Language sections with missing scores.

C. If both I.T.B.S. scores are unavailable, but current Reading and Language percentile scores are available from another standardized achievement test, these may be used in place of the missing I.T.B.S. scores. Note this on the matrix by crossing out **"I.T.B.S.,"** writing the **name** of the **substitute test** to the **right**, and **circling** the scores you entered.

II. Teacher Recommendation

A. The teacher **most** familiar with the student's performance in Language Arts completes the Eby Teacher Recommendation Form to give information about the student's learning and communication traits.

B. Enter the total points of the Eby Teacher Recommendation in the appropriate column on the matrix.

III. Student Interest Survey

A. Have students complete the survey.

B. Give 2 points for each response in the "I <u>really</u> like this " column. Give 1 point for each response in the "I <u>might</u> like this " column. Responses in the "I would <u>not</u> like this" column receive no points.

C. Enter total survey points in the appropriate column on the matrix.

IV. Developing Cognitive Abilities Test (DCAT)

A. Administer the DCAT in a group setting according to directions in the DCAT Directions for Administration booklet. [Be sure to note the instructions on the cover of this booklet to determine which portions of the test booklet to use if students are only taking part of the test. (See Sections 4.1.15 and 4.1.16)].

B. Send all test materials to the Office of Gifted Education for scoring.

C. When scores are returned to the schools, enter them in the appropriate matrix column.

V. Writing Sample

A. Either project the writing stimulus on an overhead projector and have students write the story on their paper, or make copies of the stimulus for each student. (See Section 4.1.8 - Section 4.1.13)

B. Use "Evaluation of Writing Samples" to score the samples. (See Section 4.1.7)

C. Enter score on the matrix.

VI. Total Matrix Points

A. Add the matrix points column and enter the total in the "Total Matrix Points" box.

B. Children are admitted to AIM High on the basis of a matrix point cut-off score decided by your local campus AIM High Advisory Council. (See Section 2.2) This is not an individual teacher decision. Note that the minimum language arts cut-off score is **13**. Your cut-off scores may be **<u>higher</u>**, but not **<u>lower</u>** than the minimum.

C. Check the appropriate box at the top of the matrix form. (YES or NO)

D. When completed, return the colored copy of each individual matrix to the AIM High Office. The top (white) copy goes in the student's cumulative folder. (Be sure the student I.D. number has been entered on the matrix form.)

VII. AIM High Student Eligibility Form (See Section 3.3)

A. Using the printout of the results of the most recent I.T.B.S. test, complete one composite AIM High Student Eligibility Form for each grade level at your campus. <u>The name of each student not already in AIM High who is eligible to be tested for AIM High should be listed only once</u>. (See Section 3.1)

B. After all the students have been tested and a cut-off point has been determined, put a check in box "Admitted to AIM High L.A. Program," for only those students who have been admitted. When the form has been completed for both Language Arts and Math, please <u>retain the white copy for your files and forward the colored copy to the AIM High office</u>.

VIII. AIM High Stickers

A. Request one sticker for each student being admitted to AIM High from the AIM High Office.

B. Place the sticker on the upper right hand corner of the front of the student's cumulative folder.

AIM High Program
LANGUAGE ARTS Matrix Form
Austin Independent School District

Student _____ Grade _____ Date _____
Last name First name Month/Year

School _____ Teacher _____

Student I.D. No._____

Is the student admitted to the AIM High Language Arts Program? ☐ Yes ☐ No

Criteria	0	1	2	3	4	← MATRIX POINTS →
[1] Achievement Test (I.T.B.S.)	1-84 %ILE	85-88 %ILE	89-92 %ILE	93-96 %ILE	97-99 %ILE	
Grades 1-2						
Reading Vocabulary Subtest →						
Reading Comprehension Subtest →						
Grades 3-6						
Reading Total Score →						
Language Total Score →						
[2] Teacher Recommendation Form	0-12	13-25	26-37	38-49	50-60	
(EBY Elementary I.D. Instrument) →						
[3] Student Interest Survey	0-5	6-9	10-13	14-17	18-20	
Total Interest Survey points →						
[4] Developing Cognitive Abilities Test (D.C.A.T. - Scott Foresman)	1-79 %ILE	80-85 %ILE	86-90 %ILE	91-95 %ILE	96-99 %ILE	
Verbal Percentile →						
[5] Student Writing Sample	0	1	2	3	4	
Total Writing Sample points →						
				Total Matrix Points →		

White copy is for the cumulative folder; colored copy is to be returned to the OFFICE OF GIFTED EDUCATION.

LANGUAGE ARTS
Grades 2-6

DIRECTIONS

Student Interest Survey

The purpose of the Student Interest Survey is to determine if the student has an interest in those kinds of activities that may occur in the AIM High curriculum. The survey may be administered individually or in a group setting along with the Writing Sample and the DCAT.

It will probably be necessary to guide primary students through the survey by reading the items aloud.

ADMINISTRATION:

Say to students, "Your teachers are interested in finding out the things you like and don't like to do in school. The information you give on this interest survey will help teachers plan activities that you may enjoy doing. So please fill out the sheet as **honestly** as possible."

SCORING:

Count the number of responses in each column and multiply by the weight attributed to each column.

Checks in the "I don't want to do this" column = 0 points
Checks in the "I might want to do this" column = 1 point
Checks in the "I would like to do this" column = 2 points

Total the points (30 maximum) and enter in the appropriate box on the matrix.

AIM High Program
STUDENT INTEREST SURVEY
Language Arts

Name _____ Grade _____ Date _____

School _____ Teacher _____

How would you like to do these things?

(√ Check one box for each item)

	I would not like this	I might like this	I really like this
1. Read lots of books	❑	❑	❑
2. Go to the library to find information	❑	❑	❑
3. Put on a play with the class	❑	❑	❑
4. Write a story	❑	❑	❑
5. Create a project	❑	❑	❑
6. Write a poem of your own	❑	❑	❑
7. Have a class discussion	❑	❑	❑
8. Work with your class to write a newspaper	❑	❑	❑
9. Play word games and puzzles	❑	❑	❑
10. Figure out the solution to a mystery	❑	❑	❑

SAMPLE

EBY ELEMENTARY IDENTIFICATION INSTRUMENT
TEACHER RECOMMENDATION FORM

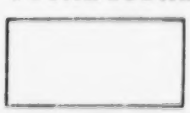
Student Name _____ Grade _____ Date _____

Teacher Making Recommendation _____

Recent research has shown that Creative Behavior and/or Academic Talent is a combination of three basic traits: Above Average Ability, Task Commitment, and Creativity. Please circle the number which indicates THIS child's degree of the characteristics described below as compared to other students of the same age.

	HIGHLY SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
ABILITY				
1. Learns rapidly, easily, efficiently.	4	3	2	1
2. Reasons things out; uses logic; makes good decisions; organizes tasks well.	4	3	2	1
3. Understands abstract ideas readily; recognizes relationships and implications.	4	3	2	1
4. Uses a large vocabulary with accuracy.	4	3	2	1
5. Academic work is above grade level.	4	3	2	1
TASK COMMITMENT				
1. Is a self-starter; shows initiative.	4	3	2	1
2. Is able to maintain long period of concentration.	4	3	2	1
3. Follows through and completes tasks on time or before.	4	3	2	1
4. Is willing to spend more time than required on subjects which interest him/her.	4	3	2	1
5. Has one or more strong interest; seeks complex and challenging activities.	4	3	2	1
CREATIVITY				
1. Displays great curiosity and imagination.	4	3	2	1
2. Generates many solutions or alternatives.	4	3	2	1
3. Is a risk-taker; shows independence.	4	3	2	1
4. Reveals originality in oral or written work; gives unusual, unique, or clever responses.	4	3	2	1
5. Other students turn to him for ideas and suggestions when something must be decided.	4	3	2	1

TOTAL SCORE



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Teacher Recommendation Form

The Teacher Recommendation Form is an important component of this identification system. It has been developed with a great deal of input from classroom teachers so that it can be completed quickly, is clear and unambiguous and most importantly, it gives the Gifted Program Administrator very usable information about each of the three important traits which comprise academic talent or giftedness.

As in other components of this identification system, this recommendation form is behavior based, allowing teachers to use their skills as observers of performance rather than asking them to judge a child's character or abstract potential.

LANGUAGE ARTS
Grades 2-6

DIRECTIONS
Writing Sample

The purpose of the writing sample is to get an indication of the overall writing ability of students. The sample stimulus may be used as a whole-class activity or given only to the AIM High candidates.

1. Either make a transparency of the writing stimulus or make a copy for each student.

2. Read the stimulus aloud with the students if necessary. Make sure they understand what they are being asked to do. Say, "We are interested in seeing how well you can write a story. I will give you the beginning of a story, and I want you to write about how the story might end. Make your story as interesting as possible; try to write about something that no one else might imagine. Use your best spelling, but misspelled words will <u>not</u> be counted against you. Do not ask me how to spell words, just do your best."

3. Encourage students to write the best story they can. Do not focus too much on correct spelling and punctuation. Encourage them to use imagination!

4. Allow a reasonable amount of time for this activity (about the same amount of time you would usually allow for this type of assignment). Do <u>not</u> permit students to do any of the writing at home.

5. Score the samples using "Evaluation of Writing Samples" [See Section 4.1.7]

6. Check the appropriate box on the matrix and enter the matrix points in the right column.

LANGUAGE ARTS
Grades 2-6

Evaluation of Writing Samples

1. Study the characteristics of each level.

2. Read all the writing samples at one time without grading them. This will help you get the range of the "set" you are evaluating.

3. Do not expect any paper to have all the characteristics of that level. Look for the rating that seems most nearly to describe the paper you are reading.

4. Go with your total impression. Do not try to analyze each characteristic with a "hidden" point system. Look at the total writing.

5. Avoid giving fractional scores, such as 3.5.

Exceptional - Rating 4 (4 points on Matrix)

Your first impression of this paper will be, "Did a ___grade child really write this?" The ideas will be interesting and clearly expressed. The sentence structure, usage, and vocabulary will be above the level of almost all the other children in the group being tested. The spelling, punctuation, and handwriting will probably be quite good; however, truly creative children are sometimes so involved in expressing their ideas, that the mechanics are neglected. (Since this is a "rough draft writing," children should not be penalized for mechanics.

Beyond grade level expectation - Rating 3 (3 points on Matrix)

Your first impression of this paper will be, "This is really quite good for a ___grader." There will be some good ideas, but not unusually creative. The sentence structure, usage, and vocabulary will be at a higher level than most of the children in the group being tested. The mechanics of writing will usually be much better than that of the other children in the classroom. Again, mechanics may be neglected because of haste or carelessness.

Expected at this level - **Rating 2** (2 points on Matrix)

Your first impression of this paper will be, "This writing is at the level I would expect from an average child in my classroom." Sentence structure, usage, and word mechanics may not be consistently correct. Children whose writing samples are at this level would need to have other factors in their favor if they are to perform well in the AIM High Program.

Barely acceptable - **Rating 1** (1 point on Matrix)

Your first impression will be, "This paper is not even at the level of the average child's writing in my classroom." The ideas are not clearly expressed nor easily understood. There seems to be no real understanding of what a sentence is or how to use the mechanics of writing. Vocabulary is immature and grammatical usage is frequently incorrect. Unless this child has very strong characteristics in other language arts areas, writing will probably make it difficult for him/her to perform well in an AIM High Program.

Grade 1
Writing Sample

(Teacher will read the writing task to the children.)

Imagine that for one special day you could do anything you wanted to do. Tell about what things you would do during your wonderful, special day.

Grade 2
Writing Sample

What if one day you woke up and found you were only as big as a thumb?

Write a story about this.

Grade 3
Writing Sample

What if you got a robot? What do you think would happen at your house?

Write a story telling what you think might happen.

Grade 4
Writing Sample

Write a story telling what you think will happen next.

As I was exploring in the woods one day, I stopped to tie my shoe. I heard a strange noise behind me; I turned around.

Transparency or
Student Worksheet

Grade 5
Writing Sample

Write a story telling what you think will happen next.

While looking for something to do, my friends and I discovered an old abandoned mine. From deep inside came a strange sound.

Transparency or
Student Worksheet

Grade 6
Writing Sample

Write a story telling what you think will happen next.

Bobbie dared me. I took another step toward the old house that no one had entered for years. She said I wouldn't do it. I swallowed hard and slowly pushed open the door, not daring to imagine what I might find inside.

DIRECTIONS
Developing Cognitive Abilities Test (DCAT)

NOTE - After completing the Testing Materials Order Form, schools will receive DCAT booklets for each student going through the identification process. If you need additional copies, please call the AIM High Office (447-7922).

The DCAT evaluates verbal, quantitative and spatial abilities. For the purpose of determining eligibility for the AIM High Language Arts Program, only the **verbal** section will be administered and considered.

1. Get the DCAT booklet (and scannable answer sheets for grades 4, 5, and 6) for each student who will be tested. Fill in demographic information on the front or have student do this. Make sure that the child's first and last name, grade, and the name of the school are included, since the AIM High Office will be scoring these.

2. In a quiet testing room, group students by grade who are going through the identification process (or two small groups, if necessary).

3. Specific directions for administering the DCAT can be found in the manual that accompanies the booklets. The directions are thorough and easily interpreted.

   NOTE - Because only Verbal abilities are being considered for the AIM High Language Arts Program, administer only the following items:

   Level 2 (Grades 1 and 2) - items through Page 9
   Level 3 (grade 3) - items 1 through 40
   Level 4 (grade 4) - items 1 through 40
   Level 5/6 (grades 5 and 6) - items 1 through 31

4. When completed, send all DCAT materials (and answer sheets) to the AIM High Office. The AIM High Office will score the tests and send the results back to each school as soon as possible.

5. When scores are returned to the schools, enter them on the matrices.

Comprehensive Assessment Program

25334A

4.1.15

Developing Cognitive Abilities Test

2

Directions for Administration

LEVEL 2 TEST IS FOR GRADES 1 & GRADES 2

Program Authors
John W. Wick
Northwestern University
Jeffrey K. Smith
Rutgers University

Project Authors
Donald L. Beggs
Southern Illinois University
John F. Cawley
University of Hartford
John T. Mouw
Southern Illinois University
Louise J. Cawley
Miriam Cherkes
Anne M. Fitzmaurice

American Testronics

P.O. Box 2270
Iowa City, Iowa 52244

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In Student Booklets, students, should do all of the following:

L.A. pages 2-9
Math pages 10-20

Comprehensive Assessment Program

4.1.16

Developing Cognitive Abilities Test 3-12

Directions for Administration

Program Authors
John W. Wick
Northwestern University
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Southern Illinois University
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Scott, Foresman and Company
Test Division

Glenview, Illinois

ISBN-0-673-25335-X

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In Student Booklets, students should do all of the following:

GRADE 3
L.A. Pages 3-5
Math Pages 6-11

GRADE 4
L.A. Pages 4-6
Math Pages 7-11

GRADE 5/6
L.A. *1 - *31*
Math *32 - *80*
*THESE ARE NUMBERS NOT PAGES.

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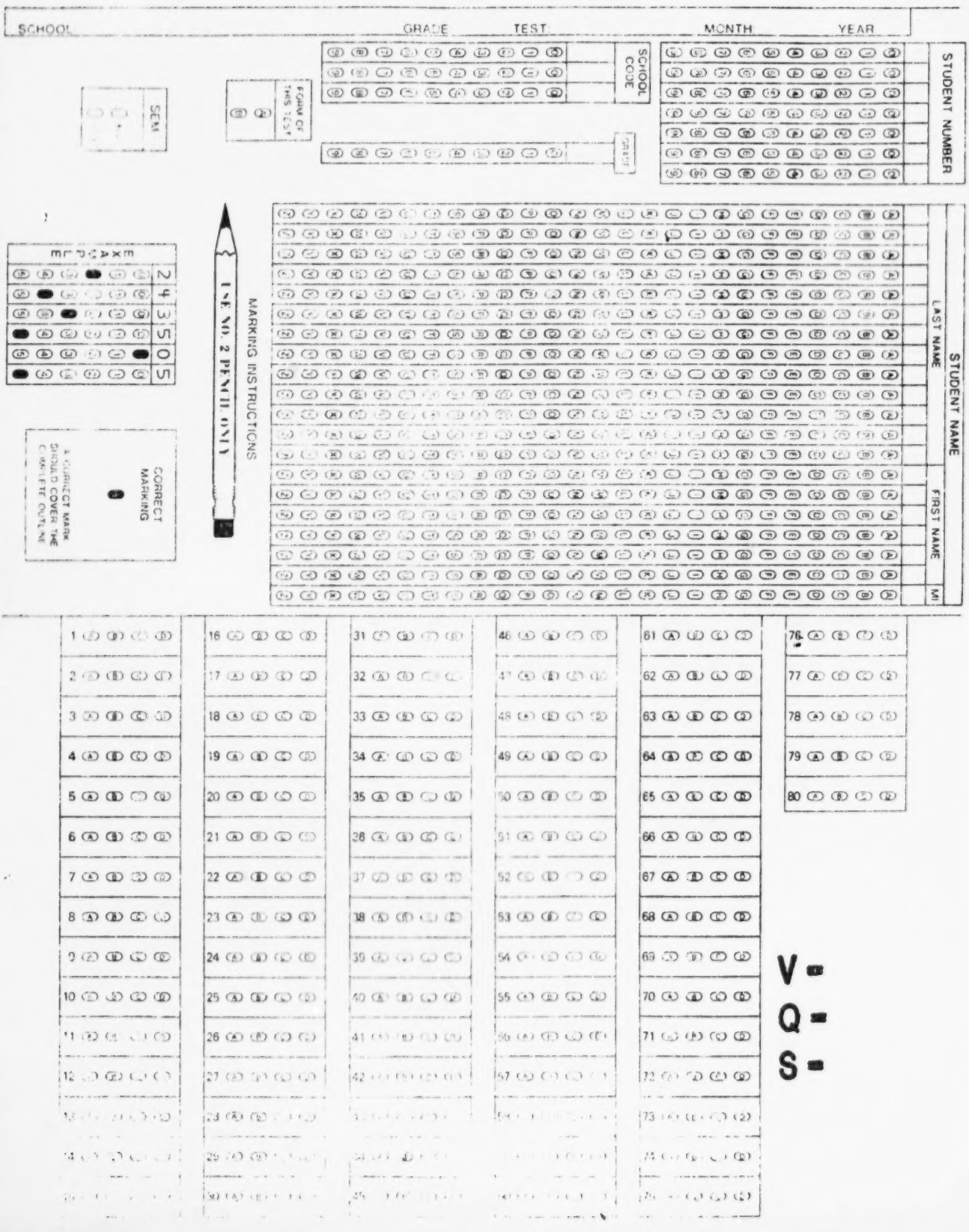
10/88

(1 of 1)

AUSTIN INDEPENDENT SCHOOL DISTRICT
AIM HIGH ANSWER SHEET



Directions for Completing the Math I.D. Matrix

Directions for Completing the Math I.D. Matrix

Complete a matrix for each student who is being considered for placement in the AIM High Mathematics Program. (See Section 4.2.2)

I. Achievement Test

A. Using the latest ITBS Test Scores, students in grades 1-5 who have scored at or above the 85th percentile on any two of the three math subtests (Concepts, Problems or Computations) on the ITBS are eligible to go through the identification process. The Loophole Option is a provision for students who may not test well on achievement tests, but who teachers feel should be considered for the AIM High Mathematics Program.

1. Enter the ITBS percentile scores for Concepts, Problems and Computations in the column corresponding to each score.
2. Enter the appropriate point value (0-4) in the "Matrix Points" column.

B. When **NO** standardized test data are available.

1. Add the matrix points from the Behavior Checklist, Student Performance History and DCAT, (4 values, 16 is maximum). Divide this by 4 and round to obtain the mean matrix point value (0, 1, 2, 3, or 4).
2. Enter this value as matrix points for each of the missing ITBS subtests.

C. When standardized test data, other than ITBS, are available.

1. If no ITBS scores are available but current mathematics percentile scores are available from another standardized achievement test, these may be used in place of the missing ITBS scores.
2. If the test is divided into three or more parts that are somewhat equivalent to the ITBS subtests, enter the three highest percentile scores in the ITBS subtest spaces.
3. If two subtests are available, repeat the highest score twice in the subtest spaces. If only one math score is available, enter this percentile three times in the spaces for the ITBS subtest.
4. To indicate that the percentile scores being used are not ITBS scores, cross out "ITBS," write in the name of the substitute test, and circle the scores you are substituting.

II. Student Interest Survey (See Section 4.2.3)

A. Have students complete the survey.

B. Checks in the middle column receive one (1) point each. Checks in the right column receive two (2) points each.

C. Enter total survey points in the appropriate column on the matrix.

D. Enter matrix points in the rightmost column.

III. Behavior Checklist (Teacher recommendation)(See Section 4.2.4)

A. The teacher most familiar with the student's behavior completes the Behavior Checklist to supply information about the student's mathematics related behaviors.
B. Check the appropriate rating for each item based upon your professional observations of the student.
C. Add checks in each column and enter in the "Number of checks" box.
D. Multiply each column total by the weight for that column and enter the product in the "Subtotals" box.
E. Add the four subtotals to get the total points and enter in the "Total" box.
F. Enter the Behavior Checklist total in the appropriate column on the matrix.
G. Enter matrix points in the rightmost column.

IV. Student Performance History (If a performance history is unavailable, formal identification may be premature for that student.) (See Section 4.2.5) NOTE: This form is on the reverse side of the Math Behavior Checklist.

A. Base performance history ratings on reasonably available information sources, such as:
   1. Grades
   2. Work samples
   3. Teacher(s)
   4. Observations of and interaction with the student
   5. Tests and other evaluative instruments
   6. Other valid indicators

B. Using your professional judgment, check which rating on the matrix best suits the student using the "Student Performance History Guidelines."

C. Check the box on the matrix which corresponds to your rating.

D. Enter appropriate matrix points in the rightmost column.

V. Developing Cognitive Abilities Test (D.C.A.T.)

A. Administer the DCAT in a group setting according to directions in the DCAT manual. NOTE: Administer only the "Quantitative" and "Spatial" sections of the test, but allow enough time for all students to complete the test.

B. Send all DCAT test materials to the AIM High Office for scoring. NOTE: If you can alphabetize your test booklets or answer sheets by grade level, it will help us get your test scores back to you faster.

C. When scores are returned to the schools, enter them in the appropriate matrix columns.

D. Enter matrix points in the rightmost column.

VI. Total Matrix Points

A. Add the matrix points column and enter the total in the "Total Matrix Points" box.

B. Children are admitted to AIM High on the basis of a matrix point cut-off score decided by your local campus AIM High Advisory Council. (See Section 2.2) This is not an individual teacher decision. Note that the minimum math cut-off score is **17**. Your cut-off scores may be **higher**, but not **lower** than the minimun.

C. Check the appropriate box at the top of the matrix form. (YES or NO)

D. When completed, return the **blue** copy of each individual matrix to the AIM High Office. The top (white) copy goes in the student's cumulative folder. Note: The student I.D. number must be included.

VII. AIM High Student Eligibility Form (See Section 3.3)

A. Using the printout of the results of the most recent ITBS test, complete one composite AIM High Student Eligibility Form for each grade level at your campus. The name of each student not already in AIM High who is eligible to be tested for AIM High should be listed only once. (See Section 3.1)

B. After all the students have been tested and a cut-off point has been determined, put a check in box "Admitted to AIM High Mathematics Program," for only those students who have been admitted. When the form has been completed for both Language Arts and Math, please retain the white copy for your files and forward the colored copy to the AIM High office.

VIII. AIM High Stickers

A. Request one sticker for each student being admitted to AIM High from the AIM High Office.

B. Place the sticker on the upper right hand corner of the front of the student's cumulative folder.

AIM High Program
Mathematics Matrix Form
Austin Independent School District

Student _____ Grade _____ Date _____
Last name First name Month / Year

School _____ Teacher _____

Student I.D. No. _____

Is the student admitted to the AIM High Mathematics Program? ☐ Yes ☐ No

Criteria	0	1	2	3	4	← MATRIX POINTS ↓
1 Achievement Test (I.T.B.S.)	1-59 %ILE	60-69 %ILE	70-79 %ILE	80-89 %ILE	90-99 %ILE	
Math Concepts Percentile →						
Math Problems Percentile →						
Math Computations Percentile →						
2 Behavior Checklist	0-12	13-25	26-37	38-49	50-60	
Enter total survey points →						
3 Student Interest Survey	0-4	5-7	8-10	11-12	13-14	
Enter total survey points →						
4 Developing Cognitive Abilities Test (D.C.A.T. - Scott Foresman)	1-59 %ILE	60-69 %ILE	70-79 %ILE	80-89 %ILE	90-99 %ILE	
Quantitative Percentile →						
Spatial Percentile →						
5 Student Performance History		poor	average	good	superior	
Check one box →						
				Total Matrix Points →		

White copy is for the cumulative folder; colored copy is to be returned to the OFFICE OF GIFTED EDUCATION.

(Revised 4/87)

4.2.3

AIM High Program
STUDENT INTEREST SURVEY
Mathematics

Name _____ Grade _____ Date _____

School _____ Teacher _____

How would you like to do these things?

(√ Check one box for each item)

	I would not like this.	I might like this.	I really like this
1. Learn about numbers	❑	❑	❑
2. Make designs or build with blocks or Legos . .	❑	❑	❑
3. Figure out ways to do math problems . .	❑	❑	❑
4. Play with math puzzles and games	❑	❑	❑
5. Make up you own math problems	❑	❑	❑
6. Use the computer	❑	❑	❑
7. Have more time for math everyday . . .	❑	❑	❑

Teacher's Checklist for Observing Mathematical Behaviors

Student _____ Grade ____ Date _____

School _____ Teacher _____

To what degree has each behavior been observed in this student?

(√ Check one box for each item)

	Never	Seldom	Sometimes	Regularly
1. Enjoys challenging math work	❑	❑	❑	❑
2. Learns math concepts quickly	❑	❑	❑	❑
3. Does math mentally	❑	❑	❑	❑
4. Uses math "shortcuts"	❑	❑	❑	❑
5. Does more math problems than required	❑	❑	❑	❑
6. Creates own math problems	❑	❑	❑	❑
7. Enjoys math riddles and games	❑	❑	❑	❑
8. Shows mathematical understanding that surprises you.....	❑	❑	❑	❑
9. Demonstrates geometric intuition	❑	❑	❑	❑
10. Is asked by others for math help	❑	❑	❑	❑

	↓	↓	↓	↓
Number of checks				
Weight	x 0	x 2	x 4	x 6
Subtotals	0 +	+	+	
			Total →	

Student Performance History Guidelines

The performance history rating for the AIM High Mathematics Identification Process is intended to place merit on a student's past math performance by making it a criterion in the selection process. Exactly what "evidence" of past math performance will be considered in determining a rating will rarely, if ever, be the same for any two students. This depends on what information sources are available. A holistic approach for determining the rating should be employed, using your professional judgment based on the indicators at hand.

1. Try to answer the following questions about the student:

   - Are past report card grades in mathematics consistently "excellent" (90-100%)?
   - Do other work samples (worksheets, projects, homework, etc.) indicate superior command and understanding of mathematics?
   - Do the student's previous teachers refer to past math class work as very impressive or outstanding?
   - Would you rate the student as "excellent in math" from your own observations of and interactions with the student?
   - Do scores on past math tests and quizzes indicate superior abilities?
   - Are there other past performance indicators that this student is superior in math?

2. Assign an overall past performance rating based on the following scale:

   Superior - Three or more questions above were answered "yes".
   Good - Two questions above were answered "yes".
   Average - One question above was answered "yes".
   Poor - No questions above were answered "yes".

   NOTE: If you were unable to answer at least four (4) of the questions above, the performance history for this student is insufficient. In this case, formal identification for the AIM High Mathematics Program is premature. (It is felt that if so little is known about a student, it is probably best to wait for AIM High Program consideration.)

3. Check the box on the matrix which corresponds to your rating.

4. Enter appropriate matrix points in the rightmost column.

Criteria	0	1	2	3	4	← MATRIX POINTS ↓
5 Student Performance History		Poor	Average	Good	Superior	
Check one box →						

ART ENRICHMENT 1988-1989

The Program

The Art Enrichment Program is a joint project of The University of Texas at Austin and the Austin Independent School District. Approximately three hundred and twenty fourth through sixth grade students from sixteen elementary schools visit the Archer M. Huntington Art Gallery five times during the school year. Art lessons and activities are taught in the schools before and after each museum visit.

The program, now in its twelth year, is designed to increase a student's visual awareness, not only in the realm of fine arts, but in the context of the world as well. Art Enrichment is a program which concentrates on art appreciation rather than on the making of art.

The Format

Three activities characterize each of the five curriculum units:

1. The Preparation: In the classroom students are presented an introduction which acquaints them with aspects of the exhibition they will soon visit. They learn of the history or culture of the art; the theme of the show; biographical information on the artists; and information regarding media and techniques. (45 minutes to 1 hour)

2. The Visit: During the museum visit, students are divided into small groups and guided through the exhibition by docents (volunteer guides) who have received extensive training of the art on view. Docents incorporate a variety of tour techniques in discussing with the students the aesthetic concepts of the work on exhibit. (1 hour at the museum)

3. The Follow-Up: Back in the classroom, a short time after the museum visit, students participate in a studio lesson using the same media and incorporating many of the ideas seen at the museum. (45 minutes to 1 hour)

EXHIBITIONS FOR 1988-1989

"Connections" is the theme of this year's program and will be discussed through visits to the following five exhibitions.

The Sforza Court: Milan in the Renaissance 1450-1535 (October - November)

Ancient Art from the Permanent Collection (November - January)

Black History, Black Vision. The Visionary Image in Texas (February - March)

The James and Mari Michener Collection of 20th Century American Art (March - April)

The Permanent Collections (April - May)

The sixteen AISD elementary schools participating this year are: Barrington, Blackshear, Brentwood, Brooke, Campbell, Cook, Doss, Gullett, Langford, Lee, Mathews, Ortega, Pease, Pleasant Hill, Travis Heights, and Wooldridge. The students, who represent all neighborhoods, ethnic groups, and income levels within the Austin community, are selected by criteria established by the Office of Gifted Education.

The program's curriculum varies each year because it is based on the gallery's exhibition schedule. The museum education staff of the gallery writes and publishes special children's catalogues to accompany some of the exhibitions which the students attend. These catalogues are given to each child in the program and are used in introductory and follow-up lessons in the schools.

The Special Value of the Program

The elementary school museum experience, if it exists at all, usually occurs only a few times during the first six years of a student's education. Rarely is it related to or reinforced by classroom activities. The museum experience is often an isolated event rather than an on-going experience designed with specific learning objectives.

Words which characterize the Art Enrichment Program are: preparation, experience, follow-up, and continuity. The experience of seeing actual objects is an extremely potent device for motivation and understanding. To ground abstract concepts in concrete form is an important part of learning. The museum offers a unique opportunity in this respect. Preparation and follow-up add dimension to the subject matter and reinforce learning. The most essential characteristic of the program is continuity. In one visit we can only begin to excite the curiosity and perceptions of a young mind. Repeated visits give the students the opportunity to develop critical skills and offer a variety of learning experiences. Our idea is to have the museum become an extension of the classroom--a tool for education.

The Art Enrichment Program staff has prepared a booklet entitled *Art Enrichment: How to Implement a Museum/School Program*. The manual provides justification for the program including attainable goals and step-by-step directions for its implementation. This booklet is available at no charge while copies last. To accompany the manual, a 30 minute color film entitled *An Art to Heart Talk* (funded by the Texas Commission on the Arts), was produced which visually describes and documents the program. The film is available to interested audiences upon request.

AISD Staff

Elementary Art Coordinator	Sande Campbell
Coordinator of Gifted Education	Bobbie Sanders
Art Teacher	Donna Vliet

Museum Staff

Program Directors	Susan M. Mayer
	Becky Duval Reese
Program Coordinator	Fran Prudhomme
Tour Coordinator/Program Specialist	Susan Sternberg
Administrative Assistant	Lynne Adele

Art Enrichment Program

SAMPLE

4.3.2

If you are interested, please return form by: _____

Dear Parents,

We are choosing students in grades 4-6 for an art museum program directed by the Austin Independent School District's Office of Gifted Education and the Huntington Art Gallery at The University of Texas at Austin. The students will study five exhibitions at the Huntington Art Gallery preceded and followed by art lessons. The time commitment for the program is one to two hours, two to three times a month. Students will have to make up all work they miss from their regular classes while in this program. If your child exhibits the characteristics listed below, you may wish to nominate him or her for the screening process. Please consider whether your child should be given this additional responsibility.

---

1. Likes to participate in art activities.
2. Is an original thinker.
3. Would enjoy learning about original artworks by taking field trips to an art museum.
4. Has an inquiring mind; asks many questions.
5. Is an alert observer.
6. Is flexible in thought and action. Does not seem disturbed when normal routine is changed.

PLEASE NOTE: Your nomination alone will not insure your child's placement in the program.

NOMINATION FORM

I wish to nominate my child for the '88-'89 Art Enrichment Program.

_____ _____

Student's Name Classroom Teacher's Name

Grade _____ Date _____ _____

Parent or Guardian's Signature

10/88

(1 of 1)

SAMPLE

Art Enrichment Program 1987-88 4.3.3

Teacher's Name _____ Grade _____ School _____

CLASSROOM TEACHER NOMINATION FORM

We are identifying students in grades 4-6 for an art museum program sponsored jointly by the AISD Office of Gifted Education and the Huntington Art Gallery at The University of Texas. The program seeks to expand a student's visual and cultural horizons, offering an intensive study of five exhibitions at the Huntington Art Gallery. Students attend lessons and tours for one to two hours, two to three times per month. The students in this program will be held accountable for all of their classroom assignments.

The kind of student we want for the program would have some of the characteristics listed below. Please list the students you believe would benefit from such a program. (Please list no more than five students from your class.) Also consider whether the students you nominate are capable of the additional responsibility. Your nomination alone will not insure that the student will be in the program.

Remember that the final group of students tested must represent as closely as possible the ethnic composition of your school.

A total of twenty students from your school will be selected for this program after going through a nomination process and testing procedure. The contact person at your school will notify you in the near future which of your students will be tested for the program. Please return this sheet to _____ by _____

---

1. Eager to participate in art activities
2. Elaborates on ideas from other people; uses them as a "jumping off point"
3. Is a keen, alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others
4. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences
5. Is flexible in thought and action and does not seem disturbed when the normal routine is changed
6. Shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects
7. Is an original thinker; proposes solutions which differ from those of classmates. Asks many questions

---

Students' Names

1. _____ 4. _____

2. _____ 5. _____

3. _____

SAMPLE

Art Enrichment Program 1987-88

Name _____ School _____

ART TEACHER'S NOMINATION

We are identifying students in grades 4-6 for an art museum program sponsored jointly by the AISD Office of Gifted Education and the Archer M. Huntington Art Gallery at The University of Texas. The program seeks to expand a student's visual and cultural horizons offering an intensive study of five exhibitions at the Huntington Art Gallery. Students attend lessons and tours one to two hours, two to three times per month.

The students that you believe should be in the program will be tested automatically; therefore, we ask that you nominate no more than twenty students from your school.

The characteristics of the students we want for the program are listed below. Please consider whether the students you nominate are capable of this additional responsibility before nominating them. Each student will be held accountable for all assignments missed while in this program.

---

1. Displays originality in artwork
2. Is eager to participate in art activities
3. Incorporates a large number of elements into artwork; varies the subject and content of artwork
4. Willingly tries out different media and experiments with a variety of materials and techniques
5. Is a keen, alert observer
6. Is flexible in thought and action and does not seem disturbed when the normal routine is changed
7. Shows an awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects

---

If you need more space, please continue your list of students on the back of this sheet.
Return to _____ at your school by _____.

Student's Name	Grade	Classroom Teacher
1.		
2.		
3.		
4.		
5.		
6.		

SAMPLE

Instructions for Administering the Interest Inventory

Pass an interest inventory out to each student who will be taking the Work Sample. **Make sure all of them put their first and last name, grade and school at the top of their paper.** Then, they are to check one box for each question. It is very important that they answer all of the questions.

The students should fill these out as carefully as possible, taking enough time to put down their true feelings. However, don't let them take too long. If a student is having trouble reading or doesn't understand the instructions, please read the questions to them or explain how they are to fill it out.

Please take these up before you have them do the work sample.

1987-88 INTEREST INVENTORY

Name_____ Grade_____

School_____

SAMPLE

HOW WOULD YOU LIKE TO DO THESE THINGS?

(✓check one box for each item)

	I don't want to do this.	I might want to do this.	I would like to do this.
1. Go to an art museum and talk about works of art.....	☐	☐	☐
2. Work with your class to create an art project.....	☐	☐	☐
3. Have a class discussion.....	☐	☐	☐
4. Work with a lot of different art materials.....	☐	☐	☐
5. Sketch and plan art projects outside of school in your own sketchbook.....	☐	☐	☐
6. Draw and paint pictures.....	☐	☐	☐
7. Learn about different kinds of art and artists.....	☐	☐	☐
8. Put on a play with the class..	☐	☐	☐
9. Play word games and puzzles..	☐	☐	☐
10. Read books.....	☐	☐	☐

SAMPLE

Art Enrichment Program 1987-1988
WORK SAMPLE TEST INSTRUCTIONS
SELECTION PROCESS

Materials

-Plain white paper or manila paper (preferably 12" x 18"--just make sure each student works on the same size and type of paper at your school)
-Craypas, crayons, colored markers, etc. (do not use pencils)
-Work Sample Test Hand Outs
(Note: Students may bring pencils to write their names, the name of their school, etc. on the Work Sample; however, they may not use pencils on the drawing part of the Work Sample).

Time of Testing

The Work Sample will be timed at 20 minutes. Most students will finish well before the time is up.

Please read the following to the whole group.

"The Art Enrichment Program is designed to teach art to 4th, 5th and 6th graders by going to an art museum. Students are chosen by the nominations of parents and teachers as well as the Work Sample you are about to do. Students selected for this program go to the Archer M. Huntington Art Gallery on The University of Texas campus five times from October through May. The Art Enrichment teacher will come to this school ten times during the year teaching art lessons that are related to the exhibitions that are studied in the museum. Students will look at slides, films, learn how art is made, learn about artists' lives, as well as draw, paint, and experiment with materials they may not have used before.

Any student in this program must make-up all work that they miss from regular classes. There is the possibility that a tour or lesson will be at the same time as a special movie or assembly at the school but you will be expected to go to Art Enrichment.

If you think this is a program that you would be interested in, please stay here to do a Work Sample. If you know for sure you do not want to be a part of this program you may go back to your regular class.

(After those students have left, continue.)

Work Sample Test Instructions (Continued)
Page 2

Instructions (Read Aloud)

*First, put your name--first and last name--(NO INITIALS, PLEASE), your classroom teacher's name, and the name of your school on the bottom, right hand corner of your paper (if your paper is turned horizontally or vertically, it doesn't matter).

*Next, if you have a regular pencil, please put it down. You may not use it on the rest of the test. It will count against you if you do use it again.

*You may use any and all of the art materials in front of you, but please be patient and share these materials with your neighbors. You may turn the paper any way you wish to do your drawing. If you make a mistake, turn your paper over and start again.

*Before beginning, I want you to listen very carefully to the instructions. DO NOT BEGIN DRAWING UNTIL I TELL YOU TO BEGIN. This test will be timed 20 minutes. You will have to choose one of the following two problems. Listen while I read them to you. (Read aloud the two choices that the students have before you pass out the sheets that have their two choices written down for them. After you have read aloud their two choices and passed out the sheets, tell them they must choose one and only one of the choices. It does not matter which they choose, both tests will be graded the same.)

*After you have decided which problem, A or B, you are going to draw, put the letter of the problem you are drawing above your name.

*MAKE SURE YOU DO YOUR OWN WORK. NO TALKING.

(Answer any questions the students may have before you tell them to begin.)

*You will have 20 minutes from now to finish your picture. OK, BEGIN."

Art Enrichment 1987-88 SAMPLE

WORK SAMPLE TEST QUESTIONS

Choose only one of the following problems to work on in 20 minutes.

A. Draw what you believe is your most valuable treasure. (Write what it is at the bottom of your drawing.)

B. Design a wrapper and make up a name for a delicious new candy bar.

SAMPLE

Art Enrichment Program 1987-88

PERMISSION SLIP

Dear Parent or Guardian,

We are pleased to inform you that your child is one of the 4th-6th graders from their school who have been selected to participate in the 1987-88 Art Enrichment Program. The program is a joint project of the AISD Office of Gifted Education and the Archer M. Huntington Art Gallery at The University of Texas at Austin. It is an art museum program which expands a child's visual and cultural horizons by providing intensive study of five exhibitions at the Huntington Art Gallery.

Your permission is required for your child to participate in the program. Students attend lessons and gallery tours one to two hours, two to three times a month. The students in this program will be held accountable for all their regular classroom assignments.

Please remember that the human body is a recurring theme in art dating from ancient times. In some exhibitions the students will see this year there may be representations of the nude figure.

If your child elects to participate, he or she will be expected to attend each lesson and tour. You and your child must indicate your approval by signing this form and returning it by _____

_____ _____

Child's name School

_____ _____

Grade Classroom Teacher's Name

I give my child permission to participate in the 1987-88 Art Enrichment Program.

_____ _____

Date Signature of Parent or Guardian

I want to participate in the 1987-88 Art Enrichment Program and will attend each tour and lesson.

_____ _____

Date Signature of Student

Art Enrichment Program 1987-1988

SAMPLE

10/88

SCREENING AND TESTING DATA SHEET

#	Name of Student	Grade	Classroom Teacher's Name	Ethnicity	Parent Nomination	Teacher Nomination	Art Teacher's Nomination	FOR OFFICE OF MUSEUM EDUCATION AND G/T OFFICE USE ONLY: Interest Inventory	Work Sample Score	Acceptance

(1 of 1)

4.3.10

AIM High's Gifted Bilingual Program: ¡Adelante!

We are in the first stages of implementing a bilingual gifted program, **¡Adelante!**, in our district. Specially prepared language arts materials in both Spanish and English are being piloted with bilingual students. Teachers in three schools will have the opportunity to observe how their students respond to the activities which focus on higher-level thinking problem-solving, and research skills. Students' strong interaction with challenging activities will serve as a basis for teacher nominations for the bilingual gifted program. These materials are available in limited quantities to other schools upon request. This program is a joint venture between the Office of Bilingual Education and the Office of Gifted Education.

SECTION 5:

IDENTIFYING STUDENTS FOR AIM HIGH: SPECIAL CONSIDERATIONS

THE PRIMARY ENRICHMENT PROGRAM

PrEP

AIM High in Kindergarten and First Grade

Overview: Schools will not identify students for kindergarten and first grade AIM High programs using the regular matrices for language arts and mathematics. Instead, there will be an AIM High Primary Enrichment Program using high math and reading groups as informal groups for AIM High. Schools wishing to have special AIM High classes in math and language arts at the first grade level will still group children informally. The Primary Enrichment Program (PrEP) will be considered as a broad-based talent pool for identifying children for AIM High at the end of first grade.

AIM High curriculum materials will be used with the PrEP Program, and teachers will be expected to attend appropriate teacher training sessions.

KINDERGARTEN GUIDELINES FOR PrEP

Rationale for PrEP

Kindergarten children who are developmentally advanced should have activities and instruction to nurture their abilities at the appropriate level.

Grouping

Kindergarten children should not be grouped in special gifted classes but may need to be grouped for certain activities and projects within the regular classroom.

Identification

Students are not to be formally identified for the PrEP using an identification matrix. Teachers will receive a checklist of observable student behaviors which are indicators of special ability. Students who demonstrate most of these characteristics should be "red-flagged" for the attention of first grade teachers. The list of "red-flagged" students should be forwarded to the first grade teachers.

Enrichment

Strong horizontal enrichment is recommended over academic acceleration for able learners in kindergarten. Enrichment for able learners should include:

(1) introduction to problem solving,
(2) creative and productive thinking activities,
(3) provision of appropriate children's literature for children who are already reading,
(4) emphasis on regular hands-on experiences in mathematics and science, and
(5) creative drama as an integral part of the curriculum.

Teacher Training	Special teacher training sessions, along with the regular AIM High training sessions, will be provided for kindergarten and first grade teachers.
Curriculum	Kindergarten teachers who request them will receive curriculum materials and enrichment activities from the Office of Gifted Education.
	Parents need not be notified that their child is in the PrEP. Schools may wish to inform parents in a newsletter about the PrEP. Invitations to all AIM High Parent Meetings should be extended to interested parents of PrEP students

FIRST GRADE GUIDELINES FOR PrEP

Rationale for PrEP

First graders who are developmentally advanced should have activities and instruction to nurture their abilities at the appropriate level.

Grouping

First graders may or may not be grouped in special high ability classes. If they are not grouped in special classes, the usual high level groupings for reading and mathematics may be used.

Identification

Students are not to be formally identified for PrEP. During the first grade year, teachers should be observing high ability children and collecting data about them from these sources:

(1) the "red flagged" checklist sent from kindergarten teachers;
(2) performance on ITBS, the TEAMS, the Metropolitan, and end-of-basal tests;
(3) continued strong interest in the content areas of reading, writing, drama, mathematics, and science; and
(4) demonstrated ability substantially above the average in reading, writing, drama, mathematics, and science--not only on tests, but in everyday classroom performance.

First grade students will be identified for the regular AIM High Program at the end of the first grade.

Enrichment	Strong horizontal enrichment is recommended over academic acceleration for able learners. Enrichment for able learners should include: (1) introduction to problem solving, (2) creative and productive thinking activities, (3) provision of appropriate children's literature for children who are already reading, (4) emphasis on regular hands-on experiences in math and science, and (5) creative drama as an integral part of the curriculum.
Teacher Training	Teachers are urged to attend all appropriate AIM High teacher training sessions.
Curriculum	First grade teachers who request them will receive curriculum materials and enrichment activities from the Office of Gifted Education.
Parental Involvement	Parents need not be notified that their child is in PrEP, unless a special class for language arts or math has been formed. Parents should then be notified that their child is in a special class that is part of your school's AIM High Primary Enrichment Program.

AIM High KINDERGARTEN Behavior Checklist

	CHECKLIST POINTS		
Student LAST Name, FIRST Name	LEADERSHIP	____	(out of 6)
KINDERGARTEN Teacher's Name	INTELLECTUAL and ACADEMIC	____	(out of 15)
Name of School	CREATIVE	____	(out of 9)
Date	TOTAL POINTS	[ ]	(out of 30)

At the end of each year, we request that each Kindergarten teacher use the Kindergarten Behavior Checklist below for students they feel may be possible candidates for the First Grade AIM High Program the next year.

Complete the checklist on students you would like to call to the attention of the First Grade teachers as ones who may have unusually high ability or giftedness. (Keep this copy as an "original" for making copies as you need them.)

The checklist is divided into categories because it is important to note a variety of behaviors in determining a child's ability levels--intellectual, creative, social and emotional. Take into account anecdotal reports from parents (if you have any) and peer comments about the child you are evaluating. Put a check mark (✓) beside any of the 30 possible behaviors. Each check is worth one point. Do not think too long. Go with your first impression to get an overall picture. Remember that you are not identifying students for the AIM High Program but are just passing on information that will be helpful to the First Grade teacher(s) in providing an enriched learning environment designed to meet the needs of these students.

It is helpful to share information with the First Grade AIM High teachers in the Spring while the students' behaviors are fresh on your mind. Give the checklists to the First Grade teacher and a copy of each to the principal to keep on file in the office.

LEADERSHIP

_____ is frequently sought out by peers

_____ interacts easily with other children and adults

_____ adapts easily to new situations

_____ can influence others to work toward goals--desirable or undesirable

_____ is looked to by others for ideas and decisions

_____ is chosen first by peers

INTELLECTUAL and ACADEMIC

_____ is attentive, alert

_____ possess advanced vocabulary for age

_____ shows early interest in books and reading

_____ masters a new skill with little repetition

_____ has a high level of curiosity

_____ enjoys being with older children

_____ pursues interests; collects things

_____ has a long attention span

_____ employs a sense of humor in general conversation

_____ prefers new and challenging experiences

_____ retains information

_____ demonstrates the ability to assemble new or difficult puzzles

_____ displays the ability to plan and problem-solve

_____ expresses an understanding of abstract concepts such as time, death, fairness

_____ demonstrates an advanced reasoning ability through the explanation of occurrences

_____ easily picks up musical themes or songs and repeats or embellishes on the theme

CREATIVE

_____ asks many questions

_____ does things in own way (independent)

_____ produces original ideas

_____ may prefer to work alone

_____ experiments with whatever is at hand

_____ thinks of many ways to accomplish a goal

_____ is highly imaginative

_____ may respond with unexpected, smart-aleck answers

_____ constructs interesting shapes or patterns using blocks, play dough, drawing materials, and similar items in an innovative manner

Transfer Students

I. Transfers from another AISD elementary school

A. If the student has been in an AIM High Program at the sending school

1. Add student to the program in your school on a trial basis.

2. Notify parents that transfer students are accepted only on this basis to insure appropriate placement. A month to six weeks is a reasonable trial period.

3. If placement later seems inappropriate, notify the AIM High Advisory Council and the use the Exit Procedure.

B. If the student has not been in an AIM High Program at the sending school, but is obviously a candidate for your program based on records.

1. Follow the identification process using the matrix (you may want to wait and test all transfer students at a particular date).

2. If student's matrix scores meet the cut-off points for your school, include the student in the program.

II. Transfer from another district

A. If records indicate that a student is a likely candidate, follow the identification process.

1. Substitute other standardized tests for the ITBS, if appropriate.

2. Teachers may wish to observe the student for a few weeks before rating behaviors in the identification process.

B. If no data are available from the sending school to indicate achievement or ability, but the receiving teacher's observations and class performance indicate that the student is a likely candidate, use the process outlined in the subject-specific identification section of this manual for missing achievement data. [Section 4.1.1 (L.A.) and Section 4.2.1 (Math)]

C. If the student qualifies for the AIM High program at the school, make the following consideration: Is there room in the AIM High class? (If not, student may be placed on waiting list.)

D. If the student enters the AIM High class, clarify to parents and student that it is on a **trial basis only** and that performance will be carefully monitored for a six week period to determine the appropriateness of the program.

1. If the student has performed satisfactorily for the trial period, s/he may continue in the program.

2. If the student has experienced difficulty, follow the Exit Procedure.

Because no one system or process can encompass all the exceptions and unforeseen problems, transfer students should be treated with the same fairness and consideration as other students.

The first consideration and the primary guideline for dealing with transfer students is: try to give the student the most appropriate placement as soon as possible.

SAMPLE PARENT LETTERS

The sample letters in this section are only examples of letters which may be sent to parents of AIM High students. It is recommended that these be used as guides for composing letters unique to each campus.

Sample Parent Letter: Notice of Identification Process

Dear Parent,

We are beginning the identification process for the AIM High _____ Program. Our information indicates that your child should be considered. The process involves several criteria:

- Student Interest Survey
- Student Performance History or Work Sampls
- Developing Cognitive Abilities Test [D.C.A.T.]
- Teacher Recommendation Form or Checklist
- ITBS Scores

We will be administering this process soon and will notify you of the results as soon as possible. More information about the AIM High Program and this screening process is available upon request.

Sample Parent Letter: Request for Conference

Dear Parent,

Your child seems to be having some difficulty maintaining a good performance level in the AIM High _____ Program. In order to discuss some ways to resolve the difficulties and to help your child improve performance, we would like to schedule a conference with you. Please call _____ at _____ to set up a time.

Sample Parent Letter: Notice of Exit

Dear Parent,

It has been recommended that your child be exited from the AIM High _____ program. Performance is still below expectations since our conference with you. Our main concern is for the most appropriate instruction available to enhance academic development. If you have questions regarding this decision, please call _____ at _____.

Sample Parent Letter: Eligibility and Request for Permission to Enter AIM High

Dear Parent,

This is to inform you that your child is eligible to participate in the AIM High _____ program. We share your pride and excitement about this good news. The AIM High Program is academically challenging and our Gifted Advisory Council is confident that your child will perform well. The class and home assignments in this program are NOT in addition to, but in place of, the regular curriculum. More information regarding this program is available upon request.

Permission is required for your child's placement in the AIM High program. If you want your child in the program, please complete the section below and return to us within a week.

Thank you,

- - - -

Sample Parent Letter: Non-eligibility Letter

Dear Parent,

That your child was considered for the AIM High _____ program reflects the academic confidence gained from teachers, peers and parents. Our Gifted Advisory Council has recommended, however, that your child's academic needs would best be met in a regular classroom situation for this subject area. Of course, this year's identification process does not exclude your child from future consideration. Our main concern is for the most appropriate instruction available to enhance academic development.

Thank you for permitting your child to go through the AIM High identification process.

Potential AIM High Students in Special Programs

Sometimes students who already wear one "label," such as ED, ESL, LEP, and others, are not considered for the AIM High program. A deficiency, handicap, or problem in one area of a child's life, however, does not preclude a keen mind or a strong talent. We also need to be sensitive to the fact that the poverty of children's homes does not reflect poverty of their minds. Children who are non-conformist or have behavior problems are often excluded from special programs as punishment. Some children who could benefit from a differentiated curriculum do not test well and are screened out of those programs. Every effort should be made to see that these "special" children are not overlooked in the identification process.

Because there is no failure-proof system for identifying students in other special programs who might benefit from the AIM High program, each school should be prepared to look at cases on an **individual** basis and **use teacher observations as a guide.** The purpose of the AIM High program is to meet students' curricular needs. Schools should consider what might be the most **appropriate** placement for **each** student.

Two students per class may be included in the identification process for testing, **regardless** of test scores, **if** the teacher feels that these children may be candidates for the AIM High program.

Teachers of non-English speaking students who demonstrate high academic ability may want to work closely with the AIM High teacher to share materials and strategies from the AIM High curriculum.

Students in other special programs should not be excluded from the AIM High program if they would benefit from it to a greater degree than they would from the regular language arts program.

Exit Procedure-- Explanation

After about a month to six weeks in the program, teachers can assess the appropriateness of the program for each student. If students are performing satisfactorily, they will continue. However, if a student shows poor academic performance, frustration and struggle with the work, or other evidence that the program is inappropriate, the following process should be followed:

1. Discuss the situation with the student and notify parent that their child is experiencing difficulty. Specify to both student and parents what is expected of the student in order for him/her to remain in the program. (See Improvement Plan in Section 5.7).

2. Teacher and student may develop an Improvement Plan in writing. Allow the student a reasonable amount of time (3-6 weeks) to meet the conditions of the agreement.

3. If the student completes his/her part of the agreement, continue student in the program. If the student fails to meet the conditions of the Improvement Plan, he/she should be exited from the program.

4. If a case is particularly difficult and support or advice is needed, refer the problem to the AIM High Advisory Council at your school.

5. Notify the parents. Send the green Exit Notice to the AIM High Office and file the white copy in the child's cumulative folder.

6. A child may be re-admitted to the AIM High program during the school year without retesting at the discretion of the AIM High teacher and principal, or after review by the AIM High Advisory Council at each school. After a year has lapsed, a child must be retested in order to be reconsidered for the program.

Caution:

One of the major concerns of teachers is what to do with the underachieving child. With all ability levels, this is a discouraging problem; with high ability children it is particularly frustrating. There are two points to be kept in mind:

First, the AIM High identification process pinpoints children who show ability, interest, and motivation in a particular subject. If a child is not performing and shows little interest in improving, then another placement might be perferable. Be sure, however, that you have given enough time to distinguish between a general lack of interest/motivation and periodic slumps. (We all have those from time to time.)

Second, if a child is a behavior problem but is performing well, an Improvement Plan should be drawn up that outlines specific expectations for behavior. Like all other classes, AIM High will contain students who display both positive and negative behaviors. AIM High should never be reviewed as a reward just for high ability "teacher-pleasers." However, if a child is so disruptive that he/she is interfering with the learning of others, then counseling is advised before other decisions are made.

AIM HIGH STUDENT IMPROVEMENT PLAN

Student's name_____Student I.D. #_____

Teacher's name_____School_____Grade___

1. Student notified about problem _____.
(date)
2. Parent notified about problem on _____.
(date)

3. Improvement plan below must be developed with the student, and a time must be stated.

   a. Problem(s)_____

   _____

   _____

   b. Steps to correct problem (what student should do)

   _____

   _____

   _____

   _____

   c. Student will show improvement by _____.
   (date)

NOTICE OF EXIT FROM AIM HIGH PROGRAM

Student's name_____ Student I.D. #_____

Teacher's name_____ School_____ Grade_____

This student has been exited from the following AIM High Program(s) on _____ .

(date)

(01) Language Arts _____
(03) Mathematics _____
(08) Art Enrichment _____

THE REASON(S) FOR EXITING THIS STUDENT:

(01) Moved from AISD _____
(02) In AISD transfer _____
(03) Private School _____
(04) Change of grade _____
(05) Non-attendance _____
(06) Illness/injury _____
(07) Deceased _____
(08) Parent request _____
(09) Student request _____
(10) Teacher decision _____
(11) Other_____

COMMENTS:

Please keep white copy in the child's cumulative folder. Send green copy to the Office of Gifted Education.

SECTION 6:

THE AIM HIGH

LANGUAGE ARTS CURRICULUM

Language Arts Program Overview
Grades 2-6

The purpose of the AIM High Language Arts Program is to provide curriculum and instruction appropriate for students who demonstrate high ability or giftedness in the language arts.

The philosophy of the program is based upon the concept of the differentiated curriculum. The gifted language arts program is differentiated from the regular language arts program is terms of the content, the processes and skills taught, and the kinds of products the children develop. At times, however, the content of the AIM High program may parallel, or even be the same as, the regular curriculum, but the approach to the content would be different. At times, the processes or skills might be the same, but they would be taught at a higher level or a faster pace.

One difference in content is in the use of curriculum units developed by the AIM High Office specifically for this program, grades K-6 (see the list of curriculum units on the following page). Each unit is developed around a broad-based theme. Each includes learning experiences organized to develop concepts related to the theme.

Most schools have opted to use RISE (Reading Instruction for Superior Education). This is a literature series published by Open Court Publishers for very high ability readers at the intermediate level. RISE is a total language arts program incorporating reading, spelling, vocabulary and writing.

Teachers at all grade levels are encouraged to use the Odyssey Series by Harcourt, Brace and Jovanovich, the state-adopted supplementary readers. In many cases, the RISE Series, the Odyssey or other reading selections are used in place of the basal readers.

The extent to which the basal reading program is used in the AIM High class is dependent upon the teacher's assessment of the students' needs based upon pretests. A policy statement concerning use of the basal reader is on page in Section 6.2.

Whether using AIM High units, RISE or the supplementary readers, activities are based upon objectives that emphasize, in addition to the basic language arts skills, problem-solving, critical and creative thinking, writing as a process and independent study.

The AIM High Language Arts Program should begin as early as possible in the school year. We recommend the program begin by early October, <u>at the latest</u>.

The recommended time allotment for this program is the full 120 minutes for language arts in each school day.

In the language arts time block, teachers should present an <u>integrated</u> language arts program that includes reading, grammar/usage, spelling, handwriting, vocabulary, and composition. The AIM High Program is the language arts program for identified students. It is <u>not</u> a supplementary or additional program.

The Gifted Student and the Basal

Teachers of students gifted in language arts carry heavy responsibility. They are expected to provide for students challenging and stimulating experiences that involve the acquisition of higher level thinking and problem solving skills and, at the same time, ensure that each gifted student has a firm grasp of basic skills and concepts.

In AISD classrooms, the basal reader is the "heart" of the reading/language arts program. The use of a basal provides the classroom teacher with a feeling of security; the basal ensures that students are taught and master carefully sequenced skills and concepts. The gifted student also needs to demonstrate mastery of the same skills and concepts.

However, it is appropriate to use the end of unit tests in the basal to check the AIM High student's levels of understanding and mastery. If mastery is readily apparent, the teacher is free to move on; if not, the teacher does need to teach those skills and concepts.

There are some choices available to the teacher. She/he may wish to use basal reading selections or other literature to teach skills related to areas of weakness.

The important things to consider are the mastery of the skills and the ability to apply them appropriately.

The state now mandates a core curriculum through the subjects in a well-balanced curriculum and the essential elements for each subject; all teachers need to consider the essential elements in planning any lesson.

Teachers of gifted students will have the prerogative to use their judgment in selecting some of the instructional materials to be used to teach the essential elements.

- Dr. Timy Baranoff

Special Components of the AIM High Language Arts Program

Skill Assessment

To place your students at the start of the year, we are recommending that you follow this procedure:

A. Check each student's cumulative folder for the end-of-book test from the previous year.

B. Check each item for 80% accuracy.

C. Those items that have not been mastered should then be entered on the class chart along with each student's name.

You can now assess your students' abilities and focus directly on the skill deficiencies. Remember that high-ability students usually require fewer learning experiences and less drill and practice to master basic skills.

Brainstorming and SCAMPER

Before you start the units, make sure your students know how to brainstorm and use SCAMPER skills. These skills could be reviewed and practiced while working in your regular reading, language, and writing activities.

Theme-based Units

Use the AIM High Curriculum. (See unit descriptions, Section 6.5). The units are theme-based. Make your unit a framework for pulling together all your language arts activities around that theme. For example, in the School Days unit (3rd grade), the first learning experience asks students to make a chart comparing and contrasting their school with a one-room school of the past. Begin by having them brainstorm possible categories for organizing infor-

mation about the two types of schools, and then, brainstorm descriptions of the schools for each category. This chart will give students the content from which to make generalizations about the two different kinds of schools. There could be a number of activities resulting from your original activity, whereby reading, writing, spelling, and language skills would be reinforced. Each learning experience could be considered a springboard from which your creativity could emerge.

Writing As A Process

When possible, make writing assignments related to the units. Then use the **prewrite, write,** and **rewrite** process as the means for teaching spelling and language. Avoid referring to writing assignments as "stories," but instead teach the Aims and Modes of writing. In this way, your students will become more proficient and confident in their writing. Your regular language book should be used to teach mechanics and usage.

Extend your writing instruction by using Spotlight on Writing.

Problem-solving

Teach problem-solving as a process. In the descriptions of each grade level's program, you will find the specific expectations for problem solving skills at that particular grade level.

Research skills

Teach independent study and research skills directly. Expectations for these skills are specifically stated for each grade level in the pages that follow.

Interdisciplinary Teaching

Look for opportunities to relate your AIM High unit to other subjects you study during the school day. For example, the unit on Castles can re related to social studies and the fine arts. Archaeology can be related to history, science, literature, architecture, etc.

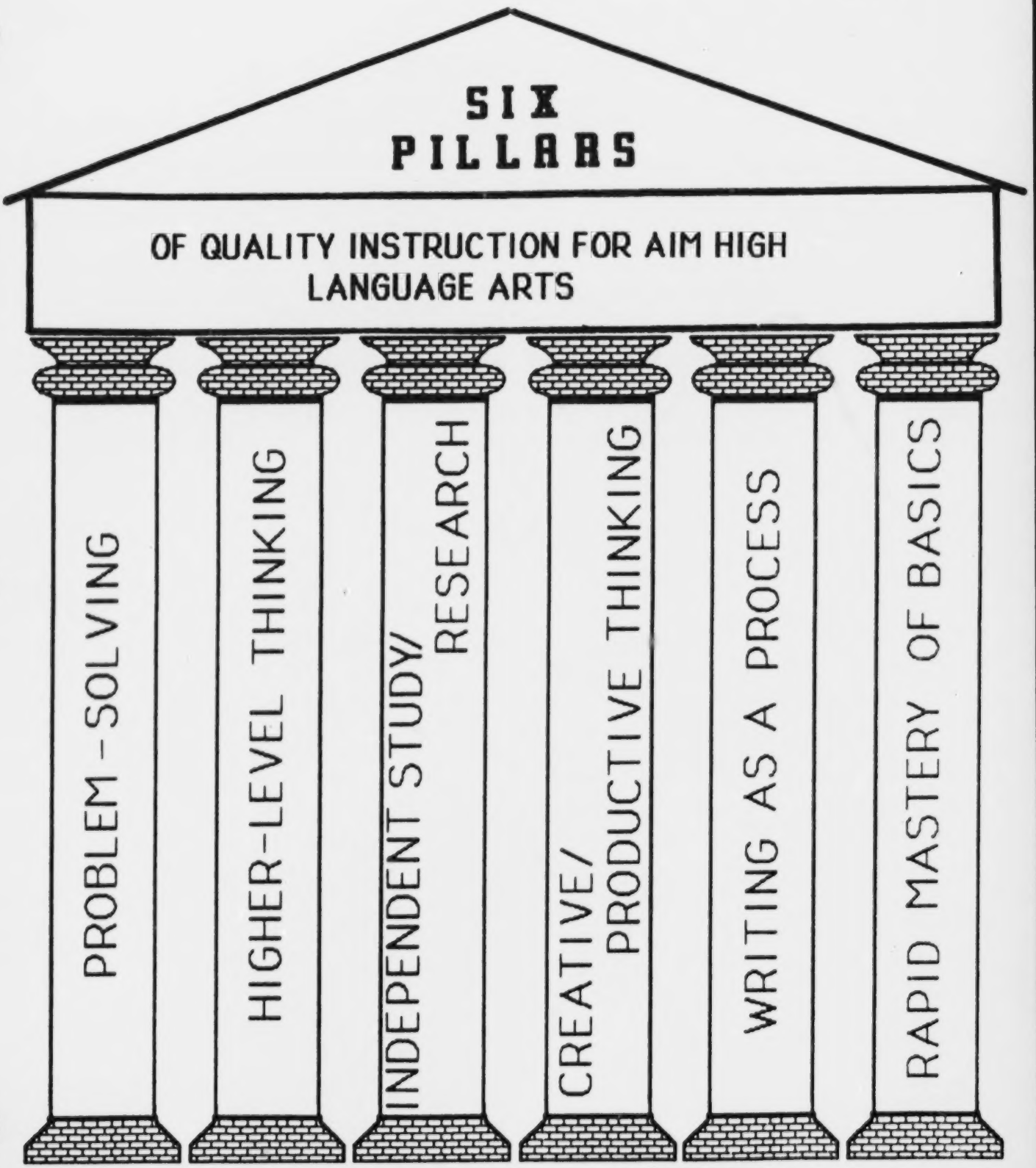
Differentiating the Curriculum

(See Section 12 for more detailed information on the differentiated curriculum.) On the following pages, you will find an explanation of the "Six Pillars of Quality Instruction for AIM High Language Arts." The consistent and planned use of these strategies will ensure a differentiated curriculum for AIM High students, regardless of the subject matter they may be studying.

The RISE Program

AIM High has chosen the Open Court Reading Series RISE (Reading Instruction for Superior Education). Although this series is correlated with the Essential Elements, it should not be thought of as a basal. RISE is a "literature" based program, as opposed to a "reading" based program. Therefore, selections in the books are arranged in thematic units and are drawn from classic and recognized children's literature. Reading is on, to considerably above, grade level. A specially developed composition program is integrated into the literature program as a major focus.

Spelling, vocabulary, and usage are included in the program and reinforced through student skill books. In order to use the RISE program, you will need specific training provided by the AIM High Office.


SIX
PILLARS
OF QUALITY INSTRUCTION FOR AIM HIGH
LANGUAGE ARTS
PROBLEM-SOLVING
HIGHER-LEVEL THINKING
INDEPENDENT STUDY/
RESEARCH
CREATIVE/
PRODUCTIVE THINKING
WRITING AS A PROCESS
RAPID MASTERY OF BASICS

SIX INSTRUCTIONAL STRATEGIES FOR A GIFTED PROGRAM

1. **PROBLEM-SOLVING:** Students can begin using steps in the problem-solving process as early as kindergarten. By grade six they should be able to apply the process to a variety of situations. Problem-solving incorporates a number of higher level thinking skills and requires both convergent and divergent thinking. Problem-solving is one of the fundamental strategies for working with high-ability students.

2. **HIGHER-LEVEL THINKING AND QUESTIONING:** A high percentage of the kinds of questions teachers ask should be from the top three levels of Bloom's Taxonomy: analysis, synthesis, and evaluation. The lower three levels--knowledge, comprehension, and application--are also appropriate, but should be used less frequently than the higher levels. Activities should be provided for students that require them to analyze, synthesize, and evaluate frequently.

3. **INDEPENDENT STUDY AND RESEARCH SKILLS:** High ability students should be able to follow a process for identifying and narrowing study topics, gathering and evaluating materials on the topics, organizing and presenting their research findings. Independent study should enable students to pursue some of their own interests in greater depth. It should also be used to teach time management, library, skills, thinking skills, and writing skills.

4. **CREATIVE AND PRODUCTIVE THINKING:** Five aspects of productive thinking should be regularly-used strategies: fluency, flexibility, originality, elaboration, and evaluation. These strategies are explained and activities to illustrate them are provided for teachers in such books as SCAMPER and Creative Problem-Solving for Kids (D.O.K. Publishers). Students need to be presented with open-ended problems and situations which have no one "right answer." They should learn to generate and evaluate a number of possible solutions and to develop tolerance and respect for those who may choose answers or solutions different from theirs. Teachers should provide an environment where creativity and uniqueness are obviously valued and encouraged.

5. **WRITING AS A PROCESS:** Students should be able to demonstrate exceptionally strong ability in writing. Writing should be taught as a process, not merely assigned. Since writing is a skill to be used across the curriculum, it should be related to cognitive thinking skills such as sequencing, cause and effect, and comparison/contrast. Writing should be practiced with a wide variety of aims and modes at the appropriate grade levels.

6. **RAPID MASTERY OF THE BASICS:** High-ability students typically learn a skill in fewer learning cycles than the average student. When they have demonstrated mastery of a skill, their time should be spent in other types of activities appropriate for their ability level. Diagnostic testing of the basic skills is especially important for these students since often gaps are revealed in their mastery of basic skills. Some drill and practice is usually appropriate with these students, but excessive drill when it is not needed can be a real detriment to a gifted program.

From the AIM High Program,
Austin Independent School District

K	BEAR ESSENTIALS This unit acquaints students with famous, classic storybook bears and also teaches children about real bears. Bear Essentials helps children distinguish between the real and imaginative worlds with many activities geared toward higher level thinking and problem solving.	NURTURING CREATIVITY IN YOUNG CHILDREN Nurturing Creativity in Young Children is a compilation of strategies and activities designed to encourage creative thinking and problem solving.	**AIM High Language Arts Curriculum Units** **An Overview of Current Units, K - 6**
1	CREATURES WE'VE NEVER SEEN Children will use their imaginations as they enter the world of giants, dragons, and a very unusual tadpole. This literary unit focusses on critical and creative thinking, problem solving, and writing skills.	ASKING QUESTIONS, FINDING ANSWERS: Research for Beginners The first grader becomes acquainted with the research process. This unit addresses: choosing a topic to research, asking questions, recording information, writing from the recorded information, editing, book binding, presenting the topic to others, and evaluating the final product.	POETIC BEGINNINGS This unit uses poetry as a vehicle to teach higher level thinking, problem solving, and creative thinking. Poetry selections are from the Random House Book of Poetry for Children.
2	FUTURE THINK In this unit children explore how the past affects the present and how the choices they make affect what will happen in the future. Through thinking and research skills, children will learn how past inventions have affected our present lives. As a culminating activity children have an opportunity to make their own inventions.	TV: PANDORA'S BOX This unit helps children gain an understanding of a pervasive influence in their lives: television. Through critical thinking and problem solving skills, this unit will help children become more discriminating viewers.	THE WONDER OF WORDS The primary purpose of this unit is to encourage word play in a variety of ways so that children will be curious about the origin of words, the sounds of words, and the tricks words can play.
3	VERY IMPORTANT PEOPLE This unit focusses on children's understanding of themselves and others. Children will study biographies, write a journal from the viewpoint of a famous person, and write an autobiography.	FACT, FANTASY, & FOLKLORE Children will study the folklore of various cultures. Through higher level thinking and problem solving, children will gain insight into the values and beliefs of people from these cultures.	SCHOOL DAYS: THEN AND NOW This unit helps AIM High children examine their local school campus and make comparisons with the early schools of Austin--particularly the one-room schoolhouse. As a culminating activity, students will make a brochure about their school for students new to their school.

4	COMMUNICATION COMMUNICATION COMMUNICATION This unit presents an overview of the aims of communication--persuasive, artistic, informative, and expressive. Students become aware of the intricacies of the communication process. They experience, analyze, and discuss how our words, expressions, and actions may help or hinder communication.	ARCHAEOLOGY (Can you dig it?) This unit invites students to become archaeologists on an exciting learning experience into past cultures. Using the scientific tools of analysis, inference, and synthesis, students will discover ancient civilizations, investigate environments , detect systems of early communication, and examine values and traditions of past cultures.	DETECTIVE AT WORK [Fall, 1988] In this unit, students learn about detectives by becoming detectives themselves. The unit has a double focus: (1) detective and mystery stories as the reading focus, (2) problem-solving and higher-level thinking as the skills focus. Students also learn some of the details of crime detection, such as lifting fingerprints and interrogating witnesses.
5	CASTLES Writing, thinking skills, and independent study are incorporated into this unit. Students explore this colorful period in history by doing architectural drawings and by building castles.	THESE THINGS REMAIN Following the theme of survival, students will begin to develop an understanding of its complexities. This literature-based unit focusses on the writing process and includes the writing of short stories and the reading of the novel Kidnapped.	A NOVEL APPROACH [Fall, 1988] This unit is actually a generic model for combining a number of language arts skills into the study of selected novels. Students will have opportunities to learn about the novel as a genre; to analyze plot, character, and theme; and to engage in discussion, writing, and thinking skills activities.
6	AGING AND VALUE Students will study the process of aging with the goal of seeing themselves as part of a changing process. Through reading, writing, problem solving, and critical thinking, students will explore this fascinating human phenomenon.	ROBOTICS: Does the Tin Man Have a Heart? Students will discover our technological society through use of critical thinking skills. They will study the concept of robots by reading various forms of literature--the short story, novel, and play.	INTERMEDIATE GRADES LEADERS OF TOMORROW [Spanish Edition: Fall, 1988] This is a packet designed to help teachers organize leadership clubs in grades 4, 5, and 6. It contains activities to focus on the concept of leadership, a basic parliamentary procedure manual, interviews with Austin leaders, and a set of suggested club projects.
BILINGUAL	FABULAS DE AESOP This unit is the Spanish version of Fabulous Fables, written especially for the Bilingual Gifted Program at the intermediate level. The unit focusses on the concept of a fable and its application in a variety of Aesop's fables. Related activities include the writing of original fables and the dramatization, through puppets, of selected fables.	FABULOUS FABLES This is the English version of fabulas de Aesop. A learning center based on these units is available in both Spanish and English. It expands the basic unit with the addition of more activities and an emphasis upon two higher-level thinking skills: comparison/contrast and cause and effect.	IMAGINATION AND ME This multi-level unit was designed especially for the Bilingual Gifted Program but may be used by other teachers. The emphasis is upon getting children to express themselves imaginatively, to overcome shyness about expressing their ideas, and to develop greater self-esteem.

10/88

AIM High Language Arts Curriculum Materials

[Grade level sets of the materials listed below are distributed to each Elementary School Librarian by the AIM High Office on the basis of one set for every two or three designated AIM High Language Arts Teachers. Use of the materials should be coordinated on campuses having more than one AIM High Language Arts Teachers at a grade level. All materials should be returned to the school library at the end of each school year.]

Grade Level	AIM High Units	Supplementary Books
K	The Bear Essentials Nurturing Creativity in Young Children	
1	Asking Questions, Finding Answers Creatures We've Never Seen Poetic Beginnings	Scamper Spotlight on Writing: Level 1
2	Future Think The Wonder of Words TV: Pandora's Box	Future Think Creativity for Kids through Word Play Scamper Spotlight on Writing: Level 2 CPS for Kids
3	Fact, Fantasy, and Folklore VIP: Very Important Person School Days	Fact, Fantasy, and Folklore Scamper Primarily Problem Solving Spotlight on Writing: Level 3 CPS for Kids
4	Communication Archaeology: Can You Dig It? *Detective at Work	*The Know How Book of Detection *Detecting and Deducing Spotlight on Writing: Level 4 CPS for Kids
5	Castles These Things Remain [Revision of The Culture Club]	Castles, Codes, Calligraphy A-Way with Problems Spotlight on Writing: Level 5 CPS for Kids
6	Aging and Value Robotics: Does the Tin Man Have a Heart?	Of Time and Value Inventions, Robots, Future Spotlight on Writing: Level 6 CPS for Kids

*not yet available

Supplementary Texts for Intermediate Literature Study

RISE Series; Open Court Publishing Company; (high ability reading level); for schools that have requested this program, 15 Student Readers and 1 Teacher's Edition at each grade level.

Grade 4- What Joy Awaits You

Grade 5- But Life is Calling You

Grade 6- Awake to Worlds Unfolding

Odyssey Series; Harcourt, Brace, Jovanovich; (average to slightly above-average reading level); state adopted supplementary reader; available in all schools with grades 4-6.

Grade 1- Where the Clouds Go

Grade 2- The Heart of the Woods

Grade 3- Under the Midnight Stars

Grade 4- Across Wide Fields

Grade 5- East of the Sun

Grade 6- At the Edge of the World

When All the Class Members Are Not Identified AIM High Students

Sometimes students who are not identified as AIM High students are grouped with identified students. In this situation, do the following:

1) Gear the pace and the content for AIM High students.

2) When other students can handle the AIM High pace and content, they should be included in as many whole-class activities as possible. Quite often a child who has not been identified as AIM High will respond so well to the quicker pace and higher expectations for performance that the program will be of as much benefit to him as to identified children. There is nothing "magic" in being identified or not identified.

3) When students who are not AIM High have difficulty keeping up with the pace and content of the AIM High group, or if these students are lacking mastery in many of the essential elements, they will need to be grouped separately within the class so that special attention can be given to their needs. They should be included in as many whole-class activities as appropriate.

4) AIM High students in regular classes year after year are usually expected to accommodate their own needs to the needs of the class as a whole. This means moving at an average to below average pace and doing activities that are designed to bring the class to a district or national norm. When they have already gone substantially beyond the norm, and when they show an eagerness to move faster and explore a wider range of content than the regular class, they are demonstrating special needs. AIM High classes are provided to attempt to meet <u>their</u> needs.

The ideal grouping situation is for AIM High students to be grouped together for the entire language arts block of two hours. In many schools there are too few AIM High students to make a full class for that period. This is why students of the next highest ability level are often grouped with the AIM High students. This can be a beneficial arrangement for all the students in the class if the preceding guidelines are followed. AIM High students will not receive maximum benefit from the program, however, if the pace and content are geared jointly to meet the needs of the lowest ability level in the class.

Addressing Critical Thinking Skills

Which thinking skills should children learn first? At which grade level should a child be able to describe cause and effect relationships? These and dozens of similar questions, arose when we attempted to develop a scope and sequence of thinking skills for the AIM High Program. We looked at a number of taxonomies of thinking skills (e.g., Bloom, Gagne, Raths, etc.). We looked at TEA's Essential Elements and extracted the thinking skills at each grade level. We looked at some established programs for teaching thinking skills. No one taxonomy or scheme or program seemed to be the absolute best. We decided, however, that two elements--a taxonomy of thinking skills from a program called BASICS, based on the works of Hilda Taba, and a Universe of Thinking Skills from the nationally known IMPACT program--could be woven together (along with some additions and revisions of our own) to form a straightforward and comprehensive scope and sequence for the teaching of thinking in the AIM High Program.

A scope and sequence of thinking skills is not like a scope and sequence for the mathematics curriculum. We cannot say with great assurance that so many specific skills should be taught at each grade level. What we <u>can</u> say, however, is that it makes sense to move from the more concrete to the more abstract--from the simpler to the more complex. We cannot say that a student must master all the Enabling Skills before he moves to Processes, or that he can't get into Operations until he has mastered Processes. What we <u>can</u> say, however, is that children who have a good grasp of most of the Enabling Skills will find it easier to perform the more complex Processes, and so on.

We are recommending that through grade three, strong emphasis should be placed on acquiring--not necessarily <u>mastering</u>--the Enabling Skills. Some of the Processes may be appropriate for some students by grade three (e.g., cause/effect, generalizations, and predictions).

In each grade level section are included the thinking skills most appropriate to <u>emphasize</u>, not <u>master</u>, at that grade level.

A scope and sequence of thinking skills, by grade level, is included in the descriptions of the Language Arts Program by grade levels.

The AIM High Language Arts Program by Grade Levels

From Grade 1 through Grade 6 the following format is used to describe the Language Arts Program at each grade level.

1. Curriculum materials for the grade level.

2. General performance expectations for AIM High students at that level.

3. Specific expectations for student achievement in the areas of :
   a. Thinking skills
   b. Problem-solving skills
   c. Research skills

AIM High Kindergarten Language Arts

Please refer to the information on the Primary Enrichment Program, Section 5.1.

These materials are provided for AIM High kindergarten teachers **upon request** (limit 2 sets per school):

Units:

Nurturing Creativity in Young Children
The Bear Essentials

Supplementary:

SCAMPER
Think About It

General Expectations for AIM High Kindergarteners

An AIM High Kindergartener should enter the first grade with:

A. Knowledge of first steps of problem solving;
B. More courage to become an intellectual risk-taker;
C. An eagerness to complete his/her work;
D. Much experience as a group worker;
E. Many opportunities for language experience, including composing by dictating to the teacher;
F. Experience with "what if..." and other kinds of open-ended questions;
G. Many opportunities for creative and productive thinking.

AIM High First Grade Language Arts

Please refer to the information on the Primary Enrichment Program, Section 5.1.

These materials are provided for AIM High first grade teachers **upon request** (limit 2 sets per school):

Units:

Creatures We've Never Seen

Asking Questions, Finding Answers: Research for Beginners

Poetic Beginnings

Literature Unit: Paddington the Bear

Supplementary:

CPS for Kids

SCAMPER

Spotlight on Writing - 1

CPS for an Eency Weency Spider

General Expectations for AIM High First Graders

An AIM High first grader should enter the second grade with:

A. Exposure to more literature than his peers in the regular classroom;
B. Exposure to independent study skills;
C. Familiarity with problem-solving;
D. More courage to become an intellectual risk-taker;
E. An eagerness to complete his work;
F. Experience as a group worker;
G. More opportunities to write than most first graders;
H. Experience with higher level questioning.

Specific Expectations for AIM High First Graders

Thinking Skills

I. Perceiving (that which we take in with our senses)
- A. Observing
  - Noticing a variety of attributes of objects, pictures, etc.
- B. Comparing/Contrasting (at the simplest level)
  - Noticing differences
  - Noticing similarities

II. Conceiving (forming concepts)
- A. Grouping
  - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
- B. Labelling
  - Giving a name to an item or a relationship among a group of items
- C. Classifying
  - The grouping/labelling process put together
- D. Categorizing
  - Finding examples to fit a given label

III. Seriating (arranging in series)
- A. Ordering
  - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
- B. Sequencing
  - Arranging events in order of time
- C. Patterning
  - Arranging objects, ideas, events, etc., according to recurring attributes
- D. Prioritizing
  - Arranging objects, ideas, events, etc., according to importance or immediacy

Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.
2. Able to share information from personal experience about a given problem.
3. Able to give reasons for their choice of a best solution to a given problem.

Prerequisite Skills

- Able to participate in the brainstorming process
- Able to participate in group discussions and activities
- Able to give relevant reasons

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).
2. Able to make collections of items about a given subject.
3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.
4. Able to share (with others) information found on a specific topic.

AIM High Second Grade Language Arts

These materials are provided for AIM High second grade teachers (one set per school except in special situations):

Units:

Future Think
TV: Pandora's Box
The Wonder of Words

Literature Unit: Winnie the Pooh; The House at Pooh Corner

Supplementary:

CPS for Kids
SCAMPER
Future Think
Spotlight on Writing - 2
Creativity for Kids Through Word Play
CPS for the 4th Little Pig

General Expectations for AIM High Second Graders

The AIM High second grader should enter the third grade with:

A. Willingness to try new and unusual tasks;
B. More confidence in his/her decision-making abilities;
C. More awareness of the world and its interrelatedness;
D. Eagerness to read more difficult literature than most second graders;
E. Experience with higher level questioning;
F. Better writing skills with a more varied style than most second graders;
G. Improved independent study skills;
H. Experience as a problem solver;
I. More opportunities to speak in front of a group.

Specific Expectations for AIM High Second Graders

Thinking Skills

I. Perceiving (that which we take in with our senses)
- A. Observing
  - Noticing a variety of attributes of objects, pictures, etc.
- B. Comparing/Contrasting (at the simplest level)
  - Noticing differences
  - Noticing similarities

II. Conceiving (forming concepts)
- A. Grouping
  - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
- B. Labelling
  - Giving a name to an item or a relationship among a group of items
- C. Classifying
  - The grouping/labelling process put together
- D. Categorizing
  - Finding examples to fit a given label

III. Seriating (arranging in series)
- A. Ordering
  - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
- B. Sequencing
  - Arranging events in order of time
- C. Patterning
  - Arranging objects, ideas, events, etc., according to recurring attributes
- D. Prioritizing
  - Arranging objects, ideas, events, etc., according to importance or immediacy

Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.
2. Able to share information from personal experience about a given problem.
3. Able to give reasons for their choice of a best solution to a given problem.
4. Able to share information from personal experience, from surveying other people, and from appropriate books.

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).
2. Able to make collections of items about a given subject.
3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.
4. Able to share (with others) information found on a specific topic.
5. Able to collect information by interviews and surveys.
6. Able to categorize information about a given topic.
7. Able to share information about a specific topic through a visual or written product.
8. Able to use a simple self-evaluation to evaluate his/her product.

AIM High Third Grade Language Arts

These materials are provided for AIM High third grade teachers (one set per school except in special situations):

Units:

V.I.P.

Fact, Fantasy and Folklore

School Days

Literature Unit: Cricket in Times Square

Supplementary:

Fact, Fantasy and Folklore

CPS for Kids

Magic Carpet Ride

SCAMPER

Spotlight on Writing- 3

Primarily Problem Solving

CPS for Gretel and Hansel

General Expectations for AIM High Third Graders

The AIM High third grader should enter the fourth grade with:

A. Better study skills than most third graders;
B. Many opportunities to speak in front of a group;
C. Experience as part of a good audience;
D. Integrated problem solving skills into every-day learning
E. Skills to put his thoughts on paper in an organized and creative manner;
F. Experience with higher level questioning;
G. Willingness to try more advanced readings;
H. Demonstrated leadership qualities.

Specific Expectations for AIM High Third Graders

Thinking Skills

I. Perceiving (that which we take in with our senses)
- A. Observing
  - Noticing a variety of attributes of objects, pictures, etc.
- B. Comparing/Contrasting (at the simplest level)
  - Noticing differences
  - Noticing similarities

II. Conceiving (forming concepts)
- A. Grouping
  - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
- B. Labelling
  - Giving a name to an item or a relationship among a group of items
- C. Classifying
  - The grouping/labelling process put together
- D. Categorizing
  - Finding examples to fit a given label

III. Seriating (arranging in series)
- A. Ordering
  - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
- B. Sequencing
  - Arranging events in order of time
- C. Patterning
  - Arranging objects, ideas, events, etc., according to recurring attributes
- D. Prioritizing
  - Arranging objects, ideas, events, etc., according to importance or immediacy

Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.
2. Able to share information from personal experience about a given problem.
3. Able to give reasons for their choice of a best solution to a given problem.
4. Able to share information from personal experience, from surveying other people, and from appropriate books.
5. Given a fuzzy situation or problem area, should be able to identify possible problems to be solved.
6. Able to select a specific problem to be solved.

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).
2. Able to make collections of items about a given subject.
3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.
4. Able to share (with others) information found on a specific topic.
5. Able to collect information by interviews and surveys.
6. Able to categorize information about a given topic.
7. Able to share information about a specific topic through a visual or written product.
8. Able to use a simple self-evaluation to evaluate his/her product.
9. Able to use card catalogue and reference books to find information about a specific topic.

AIM High Fourth Grade Language Arts

These materials are provided for AIM High fourth grade teachers (one set per school except in special situations):

Reading Text: RISE - What Joy Awaits You, Open Court (optional)

Units:

Communication
Archaeology: Can You Dig It?
Detective at Work

Literature Unit: Island of the Blue Dolphin; Harriet the Spy; Strawberry Girl

Supplementary:

CPS for Kids
Spotlight on Writing - 4
Detecting and Deducing
The Know-How Book of Detection
Investigator
Creative Investigations (not available after 1989)

General Expectations for AIM High Fourth Graders

The AIM High fourth grader should enter the fifth grade with:

A. Experience with beginning independent study skills;
B. Curiosity about the world around him;
C. Good study habits;
D. Demonstrated leadership qualities;
E. Experience as a problem-solver
F. Interest in literature
G. Experience making a presentation
H. The writing skills needed to present his thoughts in an organized, creative composition.

Specific Expectations for AIM High Fourth Graders

Thinking Skills: experiences with, not mastery of, these skills

I. Perceiving (that which we take in with our senses)
- A. Observing
  - Noticing a variety of attributes of objects, pictures, etc.
- B. Comparing/Contrasting (at the simplest level)
  - Noticing differences
  - Noticing similarities

II. Conceiving (forming concepts)
- A. Grouping
  - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
- B. Labelling
  - Giving a name to an item or a relationship among a group of items
- C. Classifying
  - The grouping/labelling process put together
- D. Categorizing
  - Finding examples to fit a given label

III. Seriating (arranging in series)
- A. Ordering
  - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
- B. Sequencing
  - Arranging events in order of time
- C. Patterning
  - Arranging objects, ideas, events, etc., according to recurring attributes
- D. Prioritizing
  - Arranging objects, ideas, events, etc., according to importance or immediacy

IV. Analyzing

A. Relevant/Irrelevant

- Understanding what one should pay attention to in order to achieve a purpose and what to ignore (e.g., what evidence is relevant to proving something, winning, an argument, or explaining something)

B. Fact/Opinion

- Understanding which statements can be verified by some evidence in the real world and which statements are a matter of preference or taste

C. Reliable/Unreliable

- Understanding what conditions, circumstances, or actions, will produce the same results consistently

V. Questioning

- Understanding how to frame questions to find the new information they need to make relationships among existing data or ideas

VI. Inferring

A. Meaning of Statements

- Understanding the intention of the writer or speaker

B. Assumptions

- Understanding prior ideas upon which later conclusions or actions are based

C. Cause/Effect

- Understanding the processes which bring a thing, situation, or event into being

D. Generalizations

- Extending conclusions about known situations to others like it

E. Predictions
   - Anticipating possible consequences of a new or changed situation based on knowledge of similar situations; and being able to give reasons why the consequences could occur

F. Point-of-View
   - Understanding the values, beliefs, ideas, and feelings that a person or persons bring to a given situation

Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.
2. Able to share information from personal experience about a given problem.
3. Able to give reasons for their choice of a best solution to a given problem.
4. Able to share information from personal experience, from surveying other people, and from appropriate books.
5. Given a fuzzy situation or problem area, should be able to identify possible problems to be solved.
6. Able to select a specific problem to be solved.
7. Able to develop criteria for best solution.
8. Able to apply developed criteria to choose best solution.
9. Able to make extensive use of library and interviews to find information about problems.

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).
2. Able to make collections of items about a given subject.
3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.
4. Able to share (with others) information found on a specific topic.
5. Able to collect information by interviews and surveys.
6. Able to categorize information about a given topic.
7. Able to share information about a specific topic through a visual or written product.
8. Able to use a simple self-evaluation to evaluate his/her product.
9. Able to use card catalogue and reference books to find information about a specific topic.
10. Students will be able to select for research a limited aspect of a broad topic.
11. Able to generate a set of questions they would like to investigate about their chosen topic.
12. Able to integrate findings from a minimum of three sources into a final product.
13. Able to use the independent study process using a specific evaluation form.

AIM High Fifth Grade Language Arts

These materials are provided for AIM High fifth grade teachers (one set per school except in special situations):

Reading Text: RISE - But Life Is Calling You, Open Court (optional)

Units:

Castles

These Things Remain

Literature Unit: The Witch of Blackbird Pond; The Great Brain; The Cay

Supplementary:

CPS for Kids

Spotlight on Writing - 5

Asking Questions, Finding Answers

A-Way with Problems

Explorations: Advertising, Consumerism, Newspapers

General Expectations for AIM High Fifth Graders

The AIM High fifth grader should enter the sixth grade with:

A. Leadership ability;
B. Understanding of the problem-solving process and experience with its use;
C. Good study habits;
D. Eagerness to learn;
E. Independence;
F. Experience with classical literature;
G. Ability and confidence to make a clear and concise presentation to a group;
H. Competent and creative writer with experience in many styles of writing;
I. Observation skills;
J. Sense of responsibility for the world around him.

Specific Expectations for AIM High Fifth Graders

Thinking Skills: experiences with, not mastery of, these skills

I. Perceiving (that which we take in with our senses)
   A. Observing
      - Noticing a variety of attributes of objects, pictures, etc.
   B. Comparing/Contrasting (at the simplest level)
      - Noticing differences
      - Noticing similarities

II. Conceiving (forming concepts)
   A. Grouping
      - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
   B. Labelling
      - Giving a name to an item or a relationship among a group of items
   C. Classifying
      - The grouping/labelling process put together
   D. Categorizing
      - Finding examples to fit a given label

III. Seriating (arranging in series)
   A. Ordering
      - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
   B. Sequencing
      - Arranging events in order of time
   C. Patterning
      - Arranging objects, ideas, events, etc., according to recurring attributes
   D. Prioritizing
      - Arranging objects, ideas, events, etc., according to importance or immediacy

IV. Analyzing

A. Relevant/Irrelevant

- Understanding what one should pay attention to in order to achieve a purpose and what to ignore (e.g., what evidence is relevant to proving something, winning, an argument, or explaining something)

B. Fact/Opinion

- Understanding which statements can be verified by some evidence in the real world and which statements are a matter of preference or taste

C. Reliable/Unreliable

- Understanding what conditions, circumstances, or actions, will produce the same results consistently

V. Questioning

- Understanding how to frame questions to find the new information they need to make relationships among existing data or ideas

VI. Inferring

A. Meaning of Statements

- Understanding the intention of the writer or speaker

B. Assumptions

- Understanding prior ideas upon which later conclusions or actions are based

C. Cause/Effect

- Understanding the processes which bring a thing, situation, or event into being

D. Generalizations

- Extending conclusions about known situations to others like it

E. Predictions
- Anticipating possible consequences of a new or changed situation based on knowledge of similar situations; and being able to give reasons why the consequences could occur

F. Point-of-View
- Understanding the values, beliefs, ideas, and feelings that a person or persons bring to a given situation

VII. Logical Reasoning

A. Deductive
- Arriving at a conclusion by following given laws or rules

B. Inductive
- Arriving at a conclusion by testing a hypothesis with evidence

VIII. Evaluating

A. Judgment
- Arriving at a conclusion about the worth or value, rightness or wrongness of something

B. Decision-making
- Using one's best reasoning skills to choose the option(s) most appropriate, beneficial, and effective for one's purpose

Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.

2. Able to share information from personal experience about a given problem.

3. Able to give reasons for their choice of a best solution to a given problem.

4. Able to share information from personal experience, from surveying other people, and from appropriate books.

5. Given a fuzzy situation or problem area, should be able to identify possible problems to be solved.

6. Able to select a specific problem to be solved.

7. Able to develop criteria for best solution.

8. Able to apply developed criteria to choose best solution.

9. Able to make extensive use of library and interviews to find information about problems.

10. Able to decide how to implement solution.

11. Able, when appropriate, to implement the solution.

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).

2. Able to make collections of items about a given subject.

3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.

4. Able to share (with others) information found on a specific topic.

5. Able to collect information by interviews and surveys.

6. Able to categorize information about a given topic.

7. Able to share information about a specific topic through a visual or written product.

8. Able to use a simple self-evaluation to evaluate his/her product.

9. Able to use card catalogue and reference books to find information about a specific topic.

10. Students will be able to select for research a limited aspect of a broad topic.

11. Able to generate a set of questions they would like to investigate about their chosen topic.

12. Able to integrate findings from a minimum of three sources into a final product.

13. Able to use the independent study process using a specific evaluation form.

14. Able to develop a simple outline for organizing a written product.

15. Able to summarize pieces of written information into note form.

16. Able to use mapping/webbing techniques to categorize information.

AIM High Sixth Grade Language Arts

These materials are provided for AIM High sixth grade teachers (one set per school except in special situations):

Reading Text: RISE - Awake to Worlds Unfolding, Open Court (optional)

Units:

Aging and Value

Robotics: Does the Tin Man Have a Heart?

Literature Unit: A Wrinkle in Time

Supplementary:

CPS for Kids

Inventions, Robots, Future

Of Time and Value

Spotlight on Writing - 6

Porta-Center: Robotics

General Expectations for AIM High Sixth Graders

The AIM High sixth grader should enter the seventh grade with:

A. Leadership ability;
B. Understanding of the problem-solving process and experience with its use;
C. Good study habits;
D. Eagerness to learn about the world around him;
E. Independent learner;
F. An appreciation of classical literature;
G. Ability and confidence to make a clear, concise presentation;
H. Competence with different writing styles;
I. Observation skills;
J. A desire to further his education.

Specific Expectations for AIM High Sixth Graders

Thinking Skills: experiences with, not mastery of, these skills

I. Perceiving (that which we take in with our senses)
- A. Observing
  - Noticing a variety of attributes of objects, pictures, etc.
- B. Comparing/Contrasting (at the simplest level)
  - Noticing differences
  - Noticing similarities

II. Conceiving (forming concepts)
- A. Grouping
  - Putting together several objects, pictures, etc., based on one or more common attributes or other relationships
- B. Labelling
  - Giving a name to an item or a relationship among a group of items
- C. Classifying
  - The grouping/labelling process put together
- D. Categorizing
  - Finding examples to fit a given label

III. Seriating (arranging in series)
- A. Ordering
  - Arranging events or objects according to some logical plan of reasoning (e.g., top to bottom, left to right, big to small)
- B. Sequencing
  - Arranging events in order of time
- C. Patterning
  - Arranging objects, ideas, events, etc., according to recurring attributes
- D. Prioritizing
  - Arranging objects, ideas, events, etc., according to importance or immediacy

IV. Analyzing
- A. Relevant/Irrelevant
  - Understanding what one should pay attention to in order to achieve a purpose and what to ignore (e.g., what evidence is relevant to proving something, winning, an argument, or explaining something)
- B. Fact/Opinion
  - Understanding which statements can be verified by some evidence in the real world and which statements are a matter of preference or taste

C. Reliable/Unreliable
- Understanding what conditions, circumstances, or actions, will produce the same results consistently

V. Questioning
- Understanding how to frame questions to find the new information they need to make relationships among existing data or ideas

VI. Inferring
A. Meaning of Statements
- Understanding the intention of the writer or speaker

B. Assumptions
- Understanding prior ideas upon which later conclusions or actions are based

C. Cause/Effect
- Understanding the processes which bring a thing, situation, or event into being

D. Generalizations
- Extending conclusions about known situations to others like it

E. Predictions
- Anticipating possible consequences of a new or changed situation based on knowledge of similar situations; and being able to give reasons why the consequences could occur

F. Point-of-View
- Understanding the values, beliefs, ideas, and feelings that a person or persons bring to a given situation

VII. Logical Reasoning
A. Deductive
- Arriving at a conclusion by following given laws or rules

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VIII. Evaluating
A. Judgment
- Arriving at a conclusion about the worth or value, rightness or wrongness of something

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Problem-Solving Skills

1. Able to brainstorm a list of possible solutions to a given problem.
2. Able to share information from personal experience about a given problem.
3. Able to give reasons for their choice of a best solution to a given problem.
4. Able to share information from personal experience, from surveying other people, and from appropriate books.
5. Given a fuzzy situation or problem area, should be able to identify possible problems to be solved.
6. Able to select a specific problem to be solved.
7. Able to develop criteria for best solution.
8. Able to apply developed criteria to choose best solution.
9. Able to make extensive use of library and interviews to find information about problems.
10. Able to decide how to implement solution.
11. Able, when appropriate, to implement the solution.
12. Able to evaluate the implementation of a solution developed by themselves or others.

Research Skills

1. Able to generate questions about what they want to know about a subject (from a story or from personal experience).
2. Able to make collections of items about a given subject.
3. Able to identify resources for finding information, such as books, knowledgeable adults, and television.
4. Able to share (with others) information found on a specific topic.
5. Able to collect information by interviews and surveys.
6. Able to categorize information about a given topic.

7. Able to share information about a specific topic through a visual or written product.

8. Able to use a simple self-evaluation to evaluate his/her product.

9. Able to use card catalogue and reference books to find information about a specific topic.

10. Students will be able to select for research a limited aspect of a broad topic.

11. Able to generate a set of questions they would like to investigate about their chosen topic.

12. Able to integrate findings from a minimum of three sources into a final product.

13. Able to use the independent study process using a specific evaluation form.

14. Able to develop a simple outline for organizing a written product.

15. Able to summarize pieces of written information into note form.

16. Able to use mapping/webbing techniques to categorize information.

17. Able to develop an individual timeline for completion of a research project.

SECTION 7:

THE AIM HIGH

MATHEMATICS CURRICULUM

An Overview of AIM High Mathematics Program

The program is designed to give students with high mathematics **A**bility, **I**nterest, and **M**otivation an opportunity to expand their understanding and skills beyond what the regular curriculum would provide.

The basis of the AIM High Mathematics Program are the Six Pillars of Quality Instruction for AIM High Math. Those pillars are:

RECOGNITION OF PATTERNS & STRUCTURE
RAPID MASTERY OF BASIC FACTS
LANGUAGE & VOCABULARY MASTERY
CREATIVE/PRODUCTIVE THINKING
HIGHER-LEVEL THINKING
PROBLEM SOLVING

An explanation of these can be found in Section 7.5. The Six Pillars are primarily delivered through the Real Math textbook series, published by Open Court.

Real Math instruction is based on the development of skills in the context of real-world situations, enabling students to see the relevance of what they learn. The series stresses development of thinking skills, problem-solving strategies, mental arithmetic, estimation, measurement with metric units, organizing data and topics in geometry, probability, and statistics.

In addition to the Real Math materials, workshops are offered for AIM High teachers on three levels. The first level of workshops is a series of "basic training" sessions on the Six Pillars. A cluster meeting, at which teachers share ideas and questions with other teachers at their grade level, constitutes the second level. The third level of training is a series of topic-specific workshops such as geometry, probability, research methodology, critical thinking and problem-solving to provide teachers with advanced training in specific areas.

A special competition for 5th and 6th grade AIM High students is sponsored each year by one of the AIM High adopters, Prudential-Bache. Classes, as a group, choose stocks to form a portfolio of not more than $100,000. For eight weeks the movement of the stocks is recorded by Prudential-Bache and at the end of that time the three groups with the highest earnings on their investments are awarded prizes.

AIM High Math Curriculum Materials

The AIM High mathematics curriculum is based upon the Real Math series (Open Court Publishing Company). To request a catalog, place an order, or ask questions about Real Math materials, call 1-800-435-6850.

Grade One:

Thinking Story Book: How Deep Is the Water?
Response Cubes: Set of 4

Grade Two:

Teacher's Guide
Thinking Story Book: Measuring Bowser
Student Book
Response Cubes: Set of 4

Grade Three:

Teacher's Guide
Thinking Story Book: Bargains Galore
Student Book
Number Cubes: Set of 2

Grades Four, Five, and Six:

Teacher's Guide
Student Book
Number Cubes: Set of 2

Other units available from the AIM High Office are the following:

GRADE LEVEL	UNIT TITLE
1	+ Me, Myself, and I
2	* It's About Time
3	* Graphing and Measurement
4	* Money Matters
5	* Surveys, Sampling, and Statistics
6	* We Mean Business

+ No longer available
* Limited Quantity

NOTE: Copies of these units were distributed to campuses via workshops in the Fall of 1985. Before requesting additional copies, try to locate copies already on your campus.

Real Math Curriculum Description

Teacher's Guide:

1. **Purpose**--Tells what came before, what comes after and how it fits into the total concept and learning sequence.

2. **Special materials**--alerts you to things that you will need to prepare for the lesson.

3. **Recording Individual Progress**--Class Profile Chart is found at the end of the teacher's guide. This may be duplicated and laminated for use year after year. By recording the individual's level of attainment (M-mastery; P-practice; R-reteach) you can easily identify areas where additional work is needed.

4. **Mental math**--Mental math is a practice period in which the teacher gives to the class a problem that is to be solved mentally. Each person in the class solves the problem and then using the response device signals the answer. The teacher can see every answer and then signals the correct answer. In grades 1, 2, & 3, this is a whole group activity with number cubes. It provides instant assessment for the teacher and instant reinforcement. Grades 4 and 5 may want to use response wheels for mental math. It is important to keep the activities moving and try to stick with the suggested times in the guide.

5. **Thinking Stories**--The Thinking Story is a situational story in which a group of characters try to solve a problem with which they have been confronted. The students in the class are asked to analyze and comment on the situation, comment on the characters' actions or attempt at a solution, and propose their own solutions. In grades 1, 2, & 3, the thinking story is contained in a separate teacher's book. In grades 4 and 5, the story is in the student book. The thinking stories should be first introduced to the class as a whole.

Later the stories could be used by small groups who come to a decision on their own and then select a spokesperson to report their decision back to the group as a whole. The thinking story should never be an individual assignment. When used in small groups, there should be a strong reader in each group. A good story is worth repeating--students may think better the second time around.

6. **Demonstration and Seminar**--teacher guided instruction. Slow students will do better with direct teacher involvement and encouragement. It is not necessary to assign all the problems on a given lesson. Student pages should be homework but you should never send anything home which the student doesn't know how to do. The teacher guided instruction may take only a few minutes. Teach students to use estimation in checking their written work to see if their answers are reasonable.

7. **Workshop**--this is an integral part, <u>not optional</u>. The games teach well, but they take time to learn to play. Be sure you know how to play the game before introducing it to the class. Use definite amounts of time for playing--do not allow students to become bored with the game. Teacher may work with students who need reteach during the time the rest of the class is playing a game.

8. **Game Mats**--in back of Teacher's Edition. This is a valuable component and provides opportunity for peer-teaching. These are also good homework assignments. Be sure the child knows how to play the game really well before sending it home. This will enable the parents to see that there is real value in the games and will provide a good opportunity for family involvement in the learning process. If rolling the cubes becomes too noisy, use a styrofoam tray, such as you find in the meat market, to roll cubes on. If you don't have enough cubes, you may use any square and cover with circle stick-ons and write the numbers on them. To solve the problem of markers to use with games and personalize

the game playing, allow each child to bring one small personal object to use as his game marker each time a game is played. Assign a game committee to be responsible for setting up and cleaning up the game materials each day. These may rotate throughout the year so that everyone has a turn.

9. **Parent Letters**--located at the back of the teacher's edition. May be useful in communicating with parents about the Real Math program.

10. **Orange Section**--transitional material for students who have not been in Real Math before. Located at the back of the teacher's edition.

11. **Tips for Substitute Teachers**--located at the back of the teacher's edition.

12. **Pacing of lessons to complete in one year**--at back of teacher's edition.

Questions about the AIM High Math Program (Grades 2-6)

- **How does HBJ fit into the AIM High Math Program?**
  The Real Math program is the basis for the AIM High math class curriculum. The HBJ Math may be used for additional practice homework and to teach TEAMS objectives that are not addressed in Real Math at your grade level.

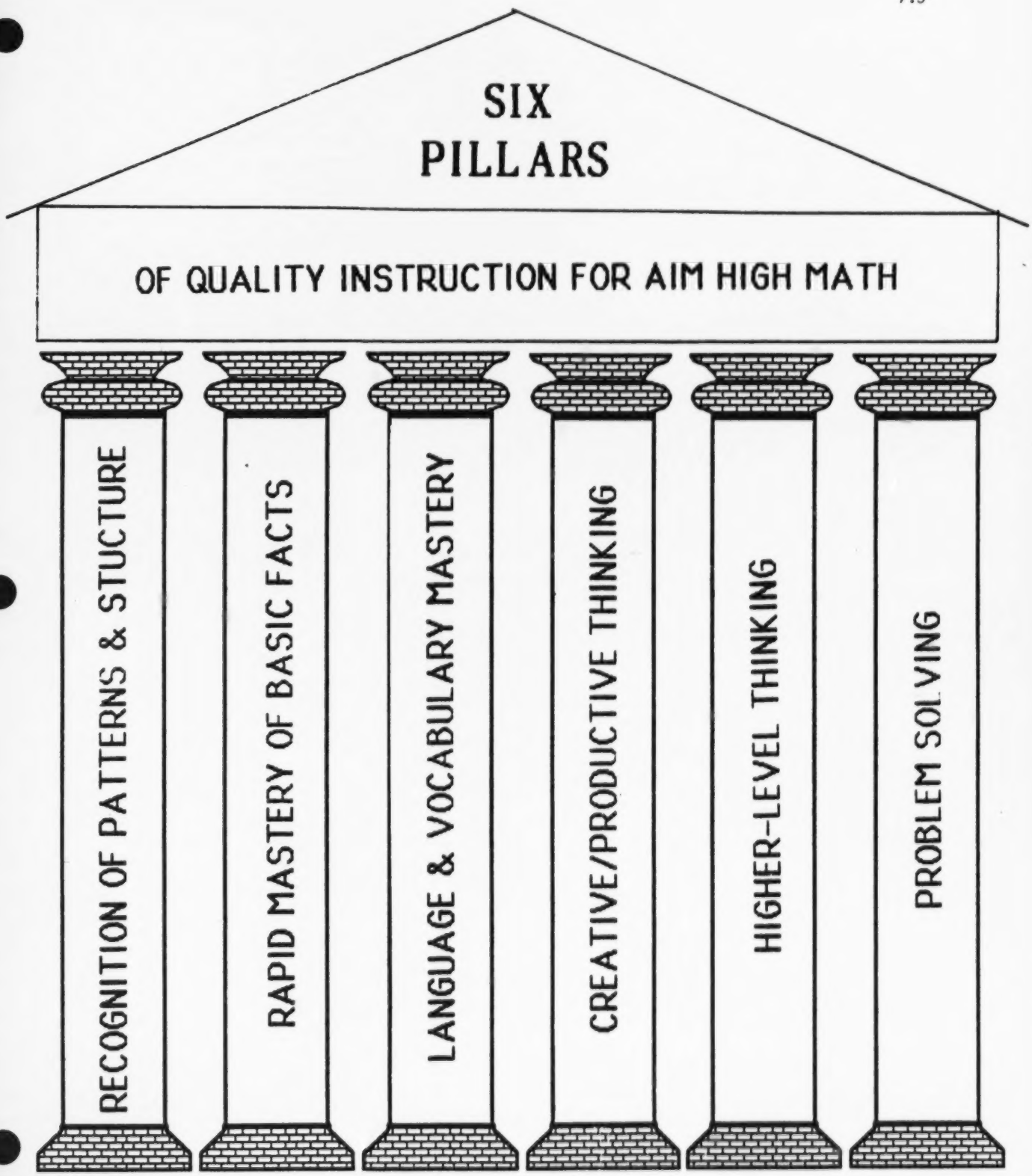
- **What if I have other teaching materials I'd like to use?**
  Certainly, you may incorporate these supplemental materials into your AIM High Math class, remembering the Six Pillars of Quality Instruction for AIM High Math.

- **Are all Essential Elements covered in the Real Math program?**
  Almost all of the Essential Elements are covered in the Real Math program. Correlations of Essential Elements to Real Math at your grade level are available from the AIM High Office

- **What materials should be available at my grade level?**
  Section 7.2 shows the materials you should have for each grade level.

- **I don't have a full class of AIM High students, and some of my students are lacking in the basic skills. Is Real Math appropriate in this situation?**
  Yes, definitely. Real Math is not an accelerated book. It is on grade level, and some school districts use Real Math as the main text for all their students. In these districts, all students' math test scores have increased regardless of ability level.

Remember, Real Math stresses thinking skills, problem-solving, mental arithmetic, estimation, and other strategies that relate to the real world and are valuable for all students.


SIX
PILLARS
OF QUALITY INSTRUCTION FOR AIM HIGH MATH
RECOGNITION OF PATTERNS & STUCTURE
RAPID MASTERY OF BASIC FACTS
LANGUAGE & VOCABULARY MASTERY
CREATIVE/PRODUCTIVE THINKING
HIGHER-LEVEL THINKING
PROBLEM SOLVING

PILLARS OF MATHEMATICS

1. Recognition of Patterns and Structure: Mathematics is not random; it is systematic and produces patterns. The child who is taught to look for the patterns will be able to predict outcomes and test the predictions to find answers. Recognition of the structure of problem situations leads to good problem solving.

2. Rapid Mastery of Basic Facts: Memorization of the basic facts of addition, subtraction, multiplication and division are necessary for computational efficiency. Excessive drill, once the basics have been mastered, is boring and frustrating to high ability students and may lead to a decreased level of performance.

3. Language and Vocabulary Mastery: Mathematics has a language and vocabulary all its own. It is unlike English in many ways. The similarities and differences need to be taught. No child can be a good problem solver if he does not function well in the language, or know the specific vocabulary. Children must be given the opportunity to use the language to describe what they perceive about the patterns and structures of mathematics.

4. Creative/Productive Thinking: The clarity and completeness of a child's concepts are the best measure of his probable success in school learning because meaning is fundamental to learning. The ability to think associatively is a necessary prerequisite. A concept which is related to something previously learned will be easier to learn and will be retained longer. Encourage brainstorming and thinking in "links."

5. Higher Level Thinking: An increased level of symbolization leads to higher level reasoning. There are nine ways to increase higher level thinking:
   (1) add knowledge
   (2) ask questions requiring reflective thought; vary the question level
   (3) encourage group problem solving
   (4) question and discourage sterotypes
   (5) oppose either/or thinking; don't ignore the point or generalize too quickly
   (6) avoid aimless discussion
   (7) teach structures and meaning
   (8) teach organization
   (9) practice

6. Problem Solving: A child must feel free to explore procedures which lead to incorrect answers because fear of failure interferes with learning regardless of intelligence. The opportunity to react to others' ideas in a non-judgmental atmosphere instills confidence. The opportunity to encode a problem often gives insight into the structure and the solution.

From the AIM High Program,
Austin Independent School District

SECTION 8:

THE AIM HIGH

SCIENCE CURRICULUM

AIM High Science Program

The AIM High Science program is different from the language arts and math programs in that academic grouping during the school day is not required. Schools interested in the science program have the option of having their students tested and identified according to science ability, interest, and motivation, and curriculum units are provided for these special students. [See Section 8.4]

Originally 10 schools were involved as pilots for AIM High Science. They were Andrews, Barton Hills, Casis, Cook, Govalle, Lee, Maplewood, Oak Hill, Zavala, and Zilker. The schools were selected in 1986 based on a variety of criteria, including that of offering the most variety in school types. In 1988-89, additional schools will have an opportunity to select components of the science program which they would be interested in offering to their students and staff.

The philosophical basis of the science program is that children who have strong interests in science are the gifted in science. Therefore, the basis for the program is to increase student awareness of and interest in science through science enrichment for all students. The following are the components of the program which seek to raise student interest: [See Sections 8.2, 8.3]

After-School Science Programs

- Science clubs meeting once a week for six weeks, involve grade level groups of 12 students in a variety of hands-on activities different from those in the regular classroom. Teachers lead the club groups. Activities, teacher-training, and organizational help are provided by the A.I.M. High Office. Assistance with hard-to-find science materials is provided when possible.
- Young Astronaut Chapters for grades 4-6 meet once a week for 12 weeks with 15 students interested in becoming members of this national program. Teachers lead these groups, also. The AIM High Office pays the chapter registration fee and assists with organization and teacher-training.

AIM High Science Curriculum

- Library Science Interest Centers rotate a month at a time among the school libraries. The centers are designed to provide science skills to interested users.

- Science Activity Centers for primary grade classrooms are available for checkout by teachers. A list of titles will be available this year.

- Curriculum units for grades 4, 5, and 6 are available. These units are of two types: one is teacher-directed with lesson plans, the other is in a "task card" format for use by individuals or groups of students involved in independent study. Those units are:

Grade 4
Tropical Rain Forest
Famous Scientists and Their Experiments 4
Crime Detection 4
Fair Testing: Experimental Design

Grade 5
Space Station
Famous Scientists and their Experiments 5
Crime Detection 5
Fair Testing: Experimental Design

Grade 6
Genetic Engineering
Famous Scientists and their Experiments 6
Textile Science
Fair Testing: Experimental Design

AIM High Science Staff Development

- Staff development sessions are offered to teachers who wish to improve their science teaching. Sessions are also provided on campus when requested.

- A system of compacting the adopted textbook and extending and enriching classroom science learning has been developed into a videotape presentation, "A.I.M.-ing High in Science." and may be checked out from Baker LRC.

AIM High Science Identification

Identification for talent in science is an option among schools offering AIM High Science.

The system of identification includes the following indicators:

- Student Self-Nomination of interest in science
- Score on the Science Subtest of the Sequential Tests of Educational Progress (STEP) to assess science knowledge
- Teacher rating of the student's science ability, interest, and motivation (Science Talent Rating Scale: AIM High Office)
- Score on a Science Skills Test (AIM High Office)
- Entry in the school's science fair the previous year

Other indicators may include:

- Participation in a science club or Young Astronaut group
- Use of a library science interest center

SECTION 9:

THE AIM HIGH

BILINGUAL CURRICULUM

AIM High Bilingual Curriculum Materials

Primary level (Grades 1-3)

Filmstrips, booklets, cassette tapes, activity cards in both Spanish and English for the following children's literature:

1. Curious George Rides a Bicycle
2. Stone Soup
3. Five Chinese Brothers
4. Where the Wild Things Are
5. Mike Mulligan and His Steam Shovel
6. Goggles
7. Morris's Disappearing Bag
8. The Island of the Skog

Units to develop self-awareness and self-esteem:

Imagination and Me

Grades 3-6

1. Primarily Problem Solving
2. Ante Todo, Resolver Problemas
3. Primarily Research
4. Investigacion Ante Todo

Intermediate level (Grades 4-6)

1. Unit for teacher: Fabulous Fables
2. Student activity book in Spanish: Fabulas de Aesop
3. Fables Are Forever (book in Spanish/English)
4. More Fables are Forever (book in Spanish/English)
5. Filmstrips, cassette tapes in Spanish/English to accompany two fables books.
6. Aesop's Fables Vol. I (student activity book in English only)
7. Aesop's Fables Vol. II (student activity book in English only)
   (A learning center with student directions in Spanish and English, both in writing and on cassette tape, has been developed using the materials 1-7 above.)
8. Kit with booklet, cassette tape, filmstrip, and accompanying unit in Spanish/English, The Early People of Mexico.
9. Kit simular to #8 on The Mayas.

SECTION 10:

AIM HIGH TEACHERS

CHARACTERISTICS OF EFFECTIVE TEACHERS OF THE GIFTED

The teacher is one of the most important factors in whether or not a program benefits gifted students. Certain teacher characteristics are considered desirable when working with learning disabled, bilingual, reluctant learners or physically handicapped students. This premise is also true when selecting teachers of the gifted. A common misconception is that teaching the gifted is "easy" and does not require special teaching talents or "gifts." Teaching the gifted presents a unique set of challenges to the teacher just as other groups of "special " children. The following characteristics, according to most studies, are **essential** in teachers of the gifted and talented.

- Has knowledge and understanding of the cognitive, social, and emotional needs of gifted students
- Is a lifelong learner with insatiable curiosity and the habits of an investigator, researcher, and scholar
- Has skill in developing differentiated curriculum appropriate to gifted students' needs
- Creates a safe environment in which the gifted utilize their strengths, feel challenged, and risk new areas of thought
- Utilizes teaching strategies that engage gifted students in the higher level thinking skills
- Is a divergent thinker and creative problem solver
- Has extensive knowledge of the subject being taught and of a wide variety of topics
- Able to admit mistakes and use these situations as "teachable moments" with students
- Willing to be a "guide on the side" to develop independence in students
- Has excellent communication skills
- Has a healthy self-concept and relates to gifted students in a non-threatening manner
- Is well-organized and a good manager that maintains a productively busy classroom
- Is student centered
- Encourages and permits self-initiated learning
- Is flexible and open to change

For Teachers:

Nuts and Bolts Checklist for AIM High

- ☐ Make sure your AIM High roster is correct. (Each student on your AIM High list must have a matrix in his or her cumulative folder.)

- ☐ Make sure that you have your necessary AIM High materials for your grade level. [See AIM High Program Manual, Section 6.5.] Language Arts units & supplemental books should be checked out from your librarian. Open Court REAL MATH and RISE materials are distributed by the person responsible for textbooks on your campus.

- ☐ Ask your principal when your school's AIM High council meets. (AIM High Council is made up of AIM High teachers and the principal and may include the librarian, counselor, and/or assistant principal.)

- ☐ Ask your principal who is responsible for overseeing the AIM High identification process at your school. Become familiar with this process, and know the exit procedure. Each school has a copy of the AIM High manual in the library and in the principal's office.

- ☐ Know the AIM High contact person for your school. Feel free to call on her whenever you need assistance. (See Section 2.4.)

- ☐ Be aware that the AIM High Office has two certified counselors to work with you and your students. If you need help with team-building in your classroom, or if some students are confused about what it means to be in AIM High, feel free to ask for counseling services.

- ☐ Be aware that there are six AIM High districtwide parent meetings. The flyers announcing these meetings are sent to your school office approximately two weeks before each meeting. Make sure that the flyers are sent home with each AIM High child. All parents, however, are welcome to attend these meetings. (Announcements of parent meetings are made on Channel 8 and in the FYI and Neighbor sections of the American-Statesman.) You are also invited.

- ☐ Read the staff development calendar in Section 10.3. Each new AIM High teacher is responsible for attending all Basic Training meetings. In addition, you will find it helpful to attend the one cluster meeting specific to your grade level and the Special Topic Workshops that interest you. Throughout the year monthly AIM High workshops calendars listing the date, time and location of workshops will be sent to you. Be sure to fill out the response slip at the bottom of the calendar and return it before the deadline date to pre-register your attendance.

AIM High STAFF DEVELOPMENT CALENDAR: 1988-1989				
	LANGUAGE ARTS Basic Training	MATHEMATICS Basic Training	LANGUAGE ARTS and/or MATHEMATICS by Grade Level	SPECIAL TOPICS
AUGUST	8/29 Orientation for New AIM High Teachers	8/29 Orientation for New AIM High Teachers		
SEPTEMBER	9/14 Writing as a Process	9/14 Math I		9/7 KTBC 9/14 Science Clubs 9/28 Young Astronauts 9/28 U.I.L.
OCTOBER	10/19 Rapid Mastery of the Basics	10/19 Math II	10/5 North Cluster Math - 1,2,3 L.A. - 1,2,3 10/26 South Cluster Math - 1,2,3 L.A. - 1,2,3	10/12 Invent America 10/12 Informal Geometry 10/19 Mental Math 10/19 Cooperative Groups in Science
NOVEMBER	11/9 Problem Solving	11/9 Math III	11/2 Mid-Cluster Math - 1,2,3 L.A. - 1,2,3 11/2 All 6th Grades Math/ L.A.	11/22 Stock Market Contest (Gr.5-6) 11/30 Touch of Class Workshop 11/30 Mathematical Problem Solving
DECEMBER			12/7 North Cluster Math - 4,5 L.A. - 4,5 12/14 South Cluster Math - 4,5 L.A. - 4,5	12/13 Archaeology Contest (Gr.4)
JANUARY	1/11 Higher-Level Thinking	1/11 Math IV	1/18 Mid-Cluster Math - 4,5 L.A. - 4,5	1/25 Early Algebra 1/25 Brochure Contest (Gr.3)
FEBRUARY	2/15 Research Skills	2/15 Math V		2/8 Advertising Contest (Gr.5) 2/22 Teaching Probability
MARCH	3/8 Creative/Productive Thinking	3/8 Math VI		3/22 Computers in Math 3/22 Higher-Level Thinking in Science
APRIL				4/12 North I.D. Workshop 4/19 South I.D. Workshop

SECTION 11:

WHO ARE THE GIFTED?

CHARACTERISTICS OF THE GIFTED INDIVIDUAL

Since wide variation exists among the gifted, any list of characteristics must be a very general description of the group as a whole. The following should not be viewed as a listing of traits that add up to a protrait of the gifted child. Giftedness lies not so much in the possession of a certain number of these traits as it does in the ***degree*** and ***combinations*** in which some of these traits may be present. Some students may exhibit many of these qualities while others may possess only a few. Most children are curious; curiosity in itself does not mean giftedness. However, when a high degree of curiosity is present, in combination with resourcefulness, self-motivation, and a drive to organize and perfect; this may indicate giftedness. The following characteristics tend to be revealed in gifted individuals in varying degrees:

- **INTELLECTUALLY CURIOUS:** keen observer; alert; inquisitive nature; questions the ***how*** and ***why*** of things; eager; playful with ideas.
- **ANALYTICAL:** logical; evaluates situations; uses common sense; expresses and accepts constructive criticism.
- **HIGHLY VERBAL:** advanced vocabulary; expresses himself fluently; expresses his own opinions freely.
- **CREATIVE, INVENTIVE, EXPERIMENTAL:** imaginative; flexible in ideas and actions; draws conclusions; makes good educated guesses; sees relationships; grasps underlying principles.
- **RAPID LEARNER:** quickly masters facts, basic skills; retains and applies information; ususual ability to memorize; needs minimal instruction on routine tasks.
- **RESOURCEFUL, INDEPENDENT:** persistent, high task commitment; organizes tasks, peers, and events; often serves as a leader; long attention span; ignores distractions; self-motivated.
- **ACUTE SENSITIVITY:** intuitive; empathizes with others; keen sense of humor; reacts strongly to moral and social issues; feels joy, pain, injustice, sarcasm, rejections keenly; risk-taker; sets high standards for self and/or work which may lead to high levels of frustration with self, others, and situations; may have a sense of his own uniqueness which leads to feelings of loneliness.
- **ENJOYS READING:** reads a wide range of materials for information and pleasure; uses reference material effectively at an early age; demonstrates richness of imagery in informal language and brainstorming.
- **FONDNESS FOR ELABORATION:** enjoys adding on to ideas, responses, and solutions; creates and invents beyond what is "known" about a topic; concerned with detail.
- **SPECIAL TALENT:** unusual interest and aptitude in one or more academic subjects; variety of self-directed interests and hobbies.

DEFINITION OF TERMS

The U.S. Commissioner of Education established the following definition of gifted and talented children:

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any one of the following areas, singly or in combination:
>
> - .intellectual ability
> - .specific academic aptitude
> - .creative thinking
> - .leadership ability
> - .visual and performing arts ability
> - .psychomotor ability

Gifted education is defined as those special instructional programs, supportive services, unique materials, learning settings, and other educational services which differentiate, supplement, and support the standard education program in meeting the needs of the gifted and talented.

In order to meet the complex and unique challenge of the gifted, it is important to focus on those with truly outstanding abilities and exceptional needs. The temptation to include large segments of the population should be resisted because it results in diminished attention to those who need special provisions most. The gifted child, in other words, can be served poorly in a curriculum designed for the average of the upper 20%. For this reason and others, the gifted are defined as a group so advanced that they require special attention beyond the usual school provisions. (Ruth Martinson, The Identification of the Gifted and Talented.)

CHARACTERISTICS OF THE GIFTED AND TALENTED

Produced for the Office of Gifted and Talented, US Office of Education, Department of Health, Education, and Welfare by The Council for Exceptional Children.

There are numerous lists of characteristics or distinguishing features and attributes of gifted and talented children. Teachers and parents should interpret any single list, including this one, as exemplary rather than exclusive. Few gifted children will display all of the characteristics. Understanding the characteristics of gifted and talented children will help parents and teachers sharpen their observations of these children in two distinct ways: (a) While characteristics do not necessarily define who is a gifted child, they do constitute observable behaviors that can be thought of as clues to more specific behaviors, and (b) these characteristics are signals to indicate that a particular child might warrant closer observation and could require specialized educational attention, pending a more comprehensive assessment.

General characteristics of gifted/talented children.

- They typically learn to read earlier with a better comprehension of the nuances of the language. As many as half of the gifted and talented population have learned to read before entering school. They often read widely, quickly, and intensely and have large vocabularies.
- They commonly learn basic skills better, more quickly, and with less practice.
- They are better able to construct and handle abstractions than their age mates.
- They are frequently able to pick up and interpret nonverbal cues and can draw inferences which other children have to have spelled out for them.
- They take less for granted, seeking the "hows" and "whys."
- They display a better ability to work independently at an earlier age and for longer periods of time than other children.
- They can sustain longer periods of concentration and attention.
- Their interests are often both wildly eclectic and intensely focused.
- They frequently have seemingly boundless energy, which sometimes leads to a misdiagnosis of "hyperactive."
- They are usually able to respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.

Creative characteristics.

- They are *fluent* thinkers, able to produce a large quantity of possibilities, consequences, or related ideas.
- They are *flexible* thinkers, able to use many different alternatives and approaches to problem solving.
- They are *original* thinkers, seeking new, unusual, or unconventional associations and combinations among items of information. They also have an ability to see relationships among seemingly unrelated objects, ideas, or facts.
- They are *elaborative* thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.
- They show a willingness to entertain complexity and seem to thrive in problem situations.
- They are good guessers and can construct hypotheses or "what if" questions readily.
- They often are aware of their own impulsiveness and the irrationality within themselves and show emotional sensitivity.
- They have a high level of curiosity about objects, ideas, situations, or events.
- They often display intellectual playfulness, fantasize, and imagine readily.
- They can be less intellectually inhibited than their peers in expressing opinions and ideas and often exhibit spirited disagreement.
- They have a sensitivity to beauty and are attracted to aesthetic dimensions.

IMPACT OF CHARACTERISTICS OF THE GIFTED CHILD ON CURRICULUM AND INSTRUCTION

I.	Grasps and retains knowledge	1. comprehends meanings 2. responds quickly and accurately 3. questions critically 4. transfers learnings to new situations
II.	Conveys ideas effectively	1. follows logical sequence and order 2. has extensive vocabulary and uses it appropriately 3. is selective 4. is critical 5. is fluent
III.	Shows skill in abstract thinking	1. makes generalizations 2. senses cause and effect 3. recognizes relationships 4. can understand and apply rules 5. foresees new possibilities
IV.	Uses wide variety of resources	1. is versatile 2. is self-reliant when meeting problems 3. is ingenious in knowing **when**, **where**, and **how** to seek help
V.	Has creative and inventive power	1. shows curiosity and originality 2. is alert to possibilities 3. enjoys experimentation 4. uses trial and error method 5. finds ways to extend his ideas

VI. Exhibits independence in work habits	1. shows ability to plan 2. shows ability to organize 3. shows ability to execute 4. shows ability to judge
VII. Assumes and discharges responsibility	1. shows perserverance 2. shows desire to forge ahead 3. shows will to succeed
VIII. Adjusts easily to new situations	1. understands and accepts reasons for change 2. anticipates outcomes 3. maintains optimistic attitude toward new adventures 4. is challenged by new ideas
IX. Has physical competence	1. is alert 2. is active 3. is energetic 4. is free of nervous tensions 5. is generally healthy
X. Appreciates social values	1. senses right and wrong 2. respects the rights of others 3. is willing to share 4. contributes constructively to group activities 5. maintains spurts of growth and changes in attitudes and behavior 6. is conscientious and truthful
XI. Establishes favorable relationships	1. has self-respect 2. has permanence of mood 3. has sense of humor 4. is friendly, helpful, and cooperative

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Curriculum Division
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WHO ARE THE GIFTED?

Creative and imaginative people are often not recognized by their contemporaries. In fact, often they are not recognized in school by their teachers either. History is full of illustrations. Consider some of these:

Einstein was four years old before he could speak and seven before he could read.

Isaac Newton did poorly in grade school.

Beethoven's music teacher once said of him, "As a composer, he is hopeless."

When Thomas Edison was a boy his teachers told him he was too stupid to learn anything.

F. W. Woolworth got a job in a dry goods store when he was 21 but his employers would not let him wait on a customer because he, "didn't have enough sense."

A newspaper editor fired Walt Disney because he had, "no good ideas."

Caruso's music teacher told him, "you can't sing; you have no voice at all."

The director of the Imperial Opera in Vienna told Madame Schumann Heink that she would never be a singer and advised her to buy a sewing machine.

Leo Tolstoy flunked out of college.

Verner von Braun flunked ninth grade algebra.

Admiral Richard E. Byrd had been retired from the Navy, as "unfit for service" until he flew over both poles.

Louis Pasteur was rated as "mediocre" in chemistry when he attended the Royal College.

Abraham Lincoln entered the Black Hawk War as a Captain and came out as a private.

Louisa May Alcott was told by an editor that she could never write anything that had popular appeal.

Fred Waring was once rejected from high school chorus.

Winston Churchill failed the sixth grade.

Probably these people were identified as low achievers in school or as misfits on their jobs because of problems of relevance.

-- By Milton Larson

A COMPARISON OF TWO PERSPECTIVES FOR EXPLAINING NONCONFORMING BEHAVIOR IN STUDENTS

BEHAVIOR	WHEN PERCEIVED AS DISRUPTIVE	REMEDY	WHEN PERCEIVED AS GIFTED/TALENTED	REMEDY
1. Talks out of turn	Poor family training, big mouth, or troublemaker	Family conference, removal from class	Expresses ideas with ease, actively contributes	Independent study (supervised), peer tutoring, enriched environment
2. Does not pay attention	Slow learner, disrespectful	Ignore and fail, removal from class	Possibly bored	Analysis of interest levels, high interest curricula
3. Never knows what he/she is going to do	Unpredictable and unstable	Mental health referral, "shape up or ship out"	Extensive repertoire of interaction	Instructional contracts
4. Incites other students to misbehave	Potential delinquent, disrespectful	Disciplinary action, separation from peer group	Strong peer leadership	Redirection of peer interaction through specific responsibility
5. Never sits still a minute	Hyperactive, brain injured	Medication, removal from class	Active participant, high energy level	Quiet-space activity, group presentations to peers
6. Challenges authority of teacher	Poor upbringing, doesn't know his place	Disciplinary action, removal from class	Questions authority based on understanding	Social responsibility instruction, provision of avenues for leadership
7. Constantly teases or interrupts other students	No self-control, troublemaker	Isolation in classroom, referral for social maladjustment	High potential for peer interaction and group identification	Cross peer instruction

8. Thinks everything is a joke	Smart aleck, wise guy	Disciplinary action, suppression of sense of humor	Understands philosophical differences in the use of language	Child-centered curricula based on assessed interest
9. Works sloppily and carelessly	Poor upbringing	Grade retention	Possibly bored, curriculum does not challenge or interest	Enriched curricula, single concept approach
10. Makes other students do things for him/her	Troublemaker, disrespects rights of others	Removal from peer group, isolation in the classroom	Misdirected leadership	Increase in responsibility through instructional contracts, peer tutoring

Source Unknown

QUESTIONS PARENTS ASK ABOUT PROGRAMS FOR THE GIFTED*

by Gina Ginsberg Riggs

1. What is the **educational goal** of the program?
2. How is the program particularly **appropriate** for **gifted** students and markedly **different** from the regular curriculum?
3. Is the program designed to teach children **how to think** instead of only providing basic information?
4. Is the program **individualized** for the special ability or abilities of the students?
5. How is the program **evaluated**?
6. What kind of **cooperation** is there between the regular classroom teacher and the teacher of the gifted?
7. How much **training** in education of the gifted does the teacher of the program have?
8. How are parents **involved** in the program?
9. Are **children enthusiastic** about the program?
10. If students have **demonstrated** understanding of the regular class curriculum, do they have to complete work missed while in the gifted program?

*Parents will be better able to evaluate the school's responses if they have some understanding of the special learning needs of gifted students.

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Courtesy of the Texas Education Agency
Division of Gifted/Talented Education
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SECTION 12:

THE

DIFFERENTIATED

CURRICULUM

What Do You Mean by "Differentiating the Curriculum?"

Sometimes **more** is better. A raise that brings **more** money, a course that develops **more** skills, a schedule that provides **more** time for our personal needs- in **these** situations, **more** is definitely better. But sometimes more is **not** better; it's just **more**. All too often the inexperienced teacher who is given an honors class, the high reading group, or a gifted class, is dazzled by the students' ability to learn quickly. A lesson planned to fill fifty minutes in a regular class is gobbled up in ten by these high achievers.

The first reaction, then, on the part of the frantic teacher is to provide **more** activities, **more** novels, **more** worksheets – all given in the name of enrichment. The student frustration begins to build: "Why do we have so much to do? Kids in the other classes don't have to spend five hours **every** night on homework." Gifted kids are not dumb – they're gifted; for this reason it doesn't take them long to figure out that if the more they perform, the **more** they have to do, well.....

Says the frantic teacher to self: "If more is not better, that is, more of the same kind of work everyone else is doing, then maybe harder is better. Instead of A Wrinkle in Time, I'll give those smart little fourth graders The Scarlet Letter. That ought to keep them BUSY! Allegory, symbolism, and adultery in Puritan New England should be right within their range of experience." **WOULD YOU CARE TO WATCH THE MASS EXODUS FROM THE GIFTED CLASS?**

Two terms frequently used to describe curriculum for the gifted are acceleration and enrichment. Acceleration means that students are advanced vertically through the curriculum, to the next grade level, to the next basal reader, etc. Acceleration may be appropriate in certain circumstances, but it should **not** be the **sole** basis for a gifted curriculum. For example, students may be able to decode words in the basal reader several grade levels beyond their assigned level. Because of their immaturity, however, they may not yet have developed comprehension skills to match their decoding skills. The same is true for acceleration in

math. Students may have advanced computation skills for their age, but may not know **why** they perform certain operations or may be lacking in more abstract problem-solving skills.

Enrichment, on the other hand, is a horizontal addition to the curriculum. The regular curriculum is extended, but not necessarily at a higher cognitive level. At times, **all** students, including gifted students, will benefit from **some** acceleration and **some** enrichment, but **neither** strategy should be the foundation of a gifted program.

Having tried more and harder , and faster, what then, is left? **Differentiating the curriculum** – that's what.

Making the curriculum **different** for high ability students means to take a different approach to the content of the curriculum, to the processes or skills to be learned, and to the products which are the outcomes of learning. Content, Process, Product: these are the three handles by which we can get hold of the curriculum and make it **different** for gifted and high ability students.

In the AIM High Program, we rely to a great degree on six strategies to differentiate the curriculum. We call these the **Six Pillars of Quality Instruction.**

Language Arts and Mathematics

1. **Problem Solving**
2. **Higher Level Thinking**
3. **Creative and Productive Thinking**
4. **Rapid Mastery of Basics**

Language Arts	Math.
5. **Writing as a Process**	5. **Recognition of Patterns and Structure**
6. **Research Skills**	6. **Mastery of Math. Language, Vocabulary**

These Six Pillars provide a foundation for AIM High curriculum development and teacher training. We try to make the AIM High curriculum **different** by focusing on these six strategies as the processes that are not often stressed in the regular curriculum.

We also try to **differentiate** the curriculum by providing **different** content materials for gifted students. Although we do not advocate tossing out the regular curriculum, the AIM High Program is, in fact, designed for children for whom the regular curriculum alone is not sufficient. This is why we have different math books, special curriculum units, and supplementary materials for our program.

A third way the curriculum may be differentiated for gifted children is in terms of the products they develop. Expectations for their products should be higher. These products should demonstrate a more sophisticated level of thought and organization. Gifted students should be learning to use different tools to create their products. For example, if everybody else in the class makes a poster as a product, gifted students should be encouraged to use more complex tools such as the 35mm camera or a video camera.

The differentiated curriculum, then, is the basis for the AIM High Program. We try to make instruction for these children different through the content they study, the processes they engage in, and the products they develop. We have on-going training for AIM High teachers to help them become more skilled in **differentiating** the curriculum for their students.

Making the decision to differentiate is a difficult one for it involves a deliberate commitment of time and self. The teacher, in making the decision, accepts knowingly and willingly the fact that s/he will need to go "beyond the books," to stretch past the neatly laid out plans in the teacher's guides, and to delve into gathering and analyzing the less easily accessible data to become more knowledgeable about each and every AIM High student.

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED

- PRESENT CONTENT THAT IS RELATED TO BROAD-BASED ISSUES, THEMES, OR PROBLEMS.
- INTEGRATE MULTIPLE DISCIPLINES INTO THE AREA OF STUDY.
- PRESENT COMPREHENSIVE, RELATED, AND MUTUALLY REINFORCING EXPERIENCES WITHIN AN AREA OF STUDY.
- ALLOW FOR THE IN-DEPTH LEARNING OF A SELF-SELECTED TOPIC WITHIN THE AREA OF STUDY.
- DEVELOP INDEPENDENT OR SELF-DIRECTED STUDY SKILLS.
- DEVELOP PRODUCTIVE, COMPLEX, ABSTRACT, AND/OR HIGHER LEVEL THINKING SKILLS.
- FOCUS ON OPEN-ENDED TASKS.
- DEVELOP RESEARCH SKILLS AND METHODS.
- INTEGRATE BASIC SKILLS AND HIGHER LEVEL THINKING SKILLS INTO THE CURRICULUM.
- ENCOURAGE THE DEVELOPMENT OF PRODUCTS THAT CHALLENGE EXISTING IDEAS AND PRODUCE "NEW" IDEAS.
- ENCOURAGE THE DEVELOPMENT OF PRODUCTS THAT USE NEW TECHNIQUES, MATERIALS, AND FORMS.
- ENCOURAGE THE DEVELOPMENT OF SELF-UNDERSTANDING, I.E., RECOGNIZING AND USING ONE'S ABILITIES, BECOMING SELF-DIRECTED, APPRECIATING LIKENESSES AND DIFFERENCES BETWEEN ONESELF AND OTHERS.
- EVALUATE STUDENT OUTCOMES BY USING APPROPRIATE AND SPECIFIC CRITERIA THROUGH SELF-APPRAISAL, CRITERION REFERENCED AND/OR STANDARDIZED INSTRUMENTS.

HOW MANY BASES DID I COVER?
A Checklist for Differentiating the Curriculum

CONTENT:	Broad-based theme ☐	Combined disciplines ☐	Greater complexity of material ☐	Student interest ☐
PROCESS: THINKING SKILLS:	Critical thinking ☐	Creative thinking ☐	Problem-solving ☐	Logic ☐
RESEARCH SKILLS:	Accessing ☐	Interpreting ☐	Summarizing ☐	Reporting ☐
BASIC SKILLS:	Reading ☐	Writing ☐	Math ☐	Maps, graphs, charts ☐
PRODUCTS:	Uses new tool, skill ☐	Reflects learning ☐	Uses different materials, resources ☐	Requires student management ☐
AFFECTIVE NEEDS:	Deals with giftedness ☐	Emphasizes responsibility ☐	Encourages leadership skills ☐	Encourages group participation skills ☐

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